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University of Guelph  
Brief  
to Committee on University Affairs  
containing  
comments on the current situation  
and  
review of long term plans

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1970 - 1975

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November 1970







UNIVERSITY OF GUELPH  
BRIEF  
TO  
COMMITTEE ON UNIVERSITY AFFAIRS  
CONTAINING  
COMMENTS ON THE CURRENT SITUATION  
AND  
REVIEW OF LONG TERM PLANS  
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## BRIEF TO THE COMMITTEE ON UNIVERSITY AFFAIRS

NOVEMBER, 1970

INTRODUCTION

This brief has been organized to correspond to the proposed agenda outlined in Dr. Stewart's letter of May 29, 1970. The sections in the narrative part of the report are numbered to correspond to the items of Dr. Stewart's letter, and the tabular data requested have been presented in appropriately numbered appendices. A summary of the main points carried in the brief is presented in Section 5.





1. Review of Current Programs

(a) Coordination of Program Offerings with Other Provincially-Assisted Universities.

We understand the phrase "coordinated program" to mean a program in which two or more universities agree on one or more course offerings that shall be administered by one of them, accepted by them all, open to students from each of them and financed jointly.

- (i) At the undergraduate level, the University of Guelph is prepared to enter into coordinated programs where they may be found practicable. However, serious difficulties exist which restrict Guelph's ability to participate in such programs. Because Guelph operates on the trisemester system the dates for registration and final examinations, and therefore the term lengths, do not coincide with those of other institutions. The greater demand that this system places on the student's time would make time spent in travelling from one institution to another very costly for the student. At the present time there are no undergraduate programs that involve students at Guelph travelling to other universities for classes or students,





from elsewhere travelling to Guelph, as part of their regular program. A modified form of coordination, in which faculty members travel to other universities to give particular courses, appears to be more practicable. Such interchanges occur between Guelph and the universities of Waterloo, Western Ontario, McMaster and Toronto.

- (ii) Graduate work, on the other hand, because of its specialized nature, lends itself to the planning of cooperative inter-university effort. Not a few of the programs at Guelph have been drawn up in the light of fields of specialization at our regional neighbours. The mutual complementarity of special fields provides the students with substantial opportunities for broadening their programs of study without undue proliferation of courses at all the universities. Indeed in some cases, joint programs may be arranged - the joint doctoral program in Philosophy of McMaster and Guelph, now under Appraisal, is a case in point. And a joint program in Contemporary China Studies is currently being discussed amongst Toronto, York, and Guelph.





Broader agreements for coordinated effort have been arranged in Political Science and in Latin American Studies.

These arrangements generally involve the movement of students from one campus to another. In other cases graduate students from Guelph are taking courses at neighbouring universities under the formula established by the CPUO a year ago. Also, arrangements are possible by which a faculty member may have responsibility for a course at another university as part of his normal instructional load. For example, a member of our Soil Science department offers a course in Geology at the University of Waterloo; and for several years the Soil Science department has offered on request a course at Guelph for students in the post-baccalaureate diploma program in the Faculty of Forestry of the University of Toronto. It is to be expected that this device will be more widely employed as a means of enriching the academic program at significant savings.

Coordination extends beyond the instructional area to that of research, which may also involve the



training of graduate students. For example, special facilities for research in physics available at McMaster and at Toronto have been opened to Guelph faculty in order to avoid duplication of costly equipment. It seems likely that the special interests and facilities available at Guelph in the life sciences will be increasingly attractive to our neighbours.

The kind of inter-university planning leading to the developments cited above is relatively new in the Province. The activities of some of the discipline groups established by the CPUO in mid-1968 indicate an appreciation of the problems of university financing and a recognition of the very real values of inter-university cooperation.

(b) Graduate Enrolment Data

The detailed data that were requested are presented in Forms CUA-70-A to E in Appendix 1. The following comments are made regarding the data:

(i) Distribution of Graduate Students by Discipline Area and Citizenship.

Of the enrolment of 542 full-time graduate students





reported on December 1, 1969, and shown in Form A, 58.4% were Canadian, 20.5% were landed immigrants and 21.1% were foreign students. 33% of the landed immigrants were from the United Kingdom, 29.6% from Asian countries, 17.4% from European countries, and the remaining 20% from other foreign countries. Of the total of 226 full-time graduate students identified as landed immigrants or foreign students, more than half are registered in the discipline areas of life and health sciences (life sciences 36.7%, health sciences 17.3%).

These areas comprise mainly disciplines that, within Ontario, are unique to Guelph: i.e., agricultural science and veterinary medicine. The enrolment of foreign students in these disciplines in particular represents the honouring of a national commitment to make available the special knowledge and skills in these areas to students from the less developed parts of the world. The importance of this obligation was reaffirmed in the following statement contained in the 1968/69 Report of the Committee on University Affairs: "Canada and Canadians have benefited very greatly for many years





from the opportunities made available in other countries (particularly the U.S.A. and Britain) to undertake specialized research studies there. Canada's indebtedness may perhaps be most effectively repaid through providing opportunities, now, for students from less developed parts of the world to perfect various specialties in which Canada has special knowledge and skills to pass on."

(ii) Distribution of New Registered Graduate Students by Discipline Area and Citizenship.

The information requested is presented in Form B of Appendix 1.

(iii) Graduate Degrees Awarded/to be Awarded by Discipline Area.

Graduate work at Guelph has been conducted for the past fifty or so years under the jurisdiction of the University of Toronto and was limited to studies at the level of the Master's degree. In the period from 1965 to date the University of Guelph has developed its own programs, involving doctoral studies in a number of fields long established at this University, and in History, the only department in the humanities



and social sciences so authorized by the Senate. During that period of five years the number of graduate degrees awarded has increased by a factor of 6.5, as shown in Form C of Appendix 1. Over the next six years it is anticipated that the increase will be by a factor of the order of 2.5.

In twenty-five of the departments which are currently administering programs at the Master's level a thesis is required for graduation. Since their inception the Master's programs in Economics, Mathematics, Political Studies and Sociology-Anthropology have encouraged the submission of a thesis, but in some cases have recommended a degree without thesis. Since 1968 Agricultural Economics has followed this pattern, and in 1970 the Department of Botany instituted the M.Sc. without thesis in order to provide an opportunity to high school teachers to improve their qualifications along lines better suited than research to the high school curriculum. We anticipate no significant increase in the percentage of students taking Master's degrees without thesis.





(iv) The detailed enrolment projections requested will be found in Form D of Appendix 1.

(v) Sources of Support for Graduate Students

The detailed breakdown requested is displayed in Form E of Appendix 1. It may be noted that of the 542 full-time graduate students enrolled in fall 1969, 478 or 88.3% of those registered received support from one or more of the sources identified. The scope of the support provided is indicated by the following data: teaching assistantships - 51% of the total enrolment; research grants - 54%; scholarships and bursaries - 35%; P.O.S.A.P. - 7%. The majority of students received a total support of between two and four thousand dollars. 30% received between three and four thousand dollars, while 26% received between two and three thousand dollars.

From the foregoing it will be clear that there is significant overlap in the forms of assistance provided to graduate students, within the terms of such awards as the Ontario Graduate Fellowships, National Research Council Scholarships and Bursaries,





and the like. Where possible, graduate students are encouraged to gain classroom experience as demonstrators and teaching assistants.

(c) General and Honors Programs in Arts and Science

(i) Continuing Differentiation Between General and Honors Programs.

At the present time the University of Guelph offers programs leading to the General or Honors degree in either Arts or Science. The differences in the duration of the programs, their academic content and the minimum academic requirements are outlined in the University calendar. Approximately thirty per cent of the students enrolled in semesters 3 to 6 of the B.A. program are registered as Honors students; the corresponding figure in the B.Sc. program is seventy-five per cent. We believe that the distinction between General and Honors programs should be continued because:

1. The Honors program permits the student to study a particular discipline more intensively than is possible in a General program. He does so by taking more courses in the discipline and by studying it at a more advanced level. The



Honors student often has opportunities in the final two semesters to explore his subject in depth through extensive reading, seminar work or a research paper.

2. The Honors program serves as a necessary basis for graduate studies.
3. The existence of both General and Honors programs enables the student to meet his particular requirements more aptly and intelligently. For example, at present an Honors degree is the normal requirement to obtain a Type A teaching certificate, while a General degree is accepted for admission to professional programs in law and medicine.

(ii) Comments on the Effects of a Single Weight for Arts and Science.

The formula for the allocation of operating grants, as it is presently applied, recognizes the difference in per student cost between an Arts program and a Science program by the assignment of different category weights to the student enrolment in each. It is commonly believed that per student costs are



greater in Science programs because of the requirement to equip and maintain a proportionately greater number of teaching and research laboratories.

If all universities in Ontario had the same proportion of students in Arts and Science programs, then a single weight could be applied and equitable treatment would be seen to have occurred. However, because some institutions place a greater emphasis on Science programs a substantial variation in student mix exists among the fourteen universities. In this situation the application of a single weight would lead to difficulties in the system as a whole, since it would lead to large transfers of funds from one university to another within the Ontario system.

(d) Health Science Programs

It is customary in academic circles to include veterinary medicine among the Health Sciences, and in some leading institutions in the United States there are joint schools of Human and Veterinary Medicine. For these reasons, and despite the fact that Guelph has not to date received any monies from the Health Resources Funds, we are





responding to the request for information on the Health Science Programs.

- (i) The enrolment figures are summarized in Table F of Appendix 1. The increase in undergraduate enrolment is contingent on discussions presently being held between the University, the Provincial Government and the Federal Government. More details are given in the following section.
- (ii) Forecast enrolment for the DVM program in Veterinary Medicine continues at an intake of eighty freshmen per year until 1973, when a jump to 112 is forecast. It should be noted that this increase is dependent upon additional facilities being available. In relating these forecast enrolments to provincial needs, two points should be considered: the demand from society at large for graduates from the program; and the demand for student places. Since at the present time O.V.C. is able to accept only one applicant in four (one in three, among Ontario applicants) the comments below apply only to the first point.



Statistics on the demand for veterinarians in Canada are inadequate, and the federal government is now carrying out a survey in order to establish firm figures. The following comments concerning demand are nonetheless germane.

Demand for veterinarians arises in four areas:

- (i) Agriculture and Food Industries
- (ii) Government
- (iii) Research and Teaching Institutions
- (iv) Private Practice

The development of the agricultural industry, which is turning towards more intensive systems of husbandry, does not imply a large degree of expansion of the veterinary profession, since the trend is to the control of disease on a flock or herd basis rather than the treatment of individual animals. On the other hand, the food industries and other industries related to agriculture are growing in size and complexity, and their demand for veterinarians is likely to grow steadily. The demand generated by government is increasing, especially in the regulatory areas of food and drug administration, where veterinarians are found to be at least as effective as doctors of human medicine. Research





and teaching institutions in both veterinary and human medicine are making increasing demands for veterinary graduates, partly because of the transfer of emphasis from infectious diseases to organ and tissue disability. The effect of this transfer is to require highly sophisticated animal studies and experimentation, which in turn requires trained veterinarians. The relation between human and veterinary medicine is made notably closer as a result. As to private practice, the increased numbers of domestic pets and the increased significance attached to the role of animals in western society for purposes of both companionship and sport have greatly increased the demand for veterinarians.

Having these considerations in mind, we feel that the present DVM enrolment of eighty freshmen per year will do no more than satisfy the Ontario demand. Since O.V.C. is one of only two English-speaking institutions of veterinary medicine in Canada, there is clearly a wider demand to be met. For this reason, O.V.C. intends to expand its freshman enrolment to 112. With the present staff



there is no problem in continuing with a freshman enrolment of eighty, which will lead to a slight increase in the total number enrolled in the DVM program. However, the present capital facilities are inadequate and outmoded even for an enrolment of eighty freshmen with the accompanying graduate program. If that enrolment is to increase to 112 and the graduate program to expand beyond its present scope, both additional staff and additional capital investment will be required. We are sensitive to the special problems posed for a province under present circumstances when it accepts a felt obligation to provide specialized training in response to a demand that is by no means confined within its own borders, especially when in fact the Federal Government itself is a major source of the demand. Negotiations are therefore in progress with the federal government in the hope that it may provide some support for the increased enrolment that we have here referred to.

(iii) The details requested with respect to operating



costs of O.V.C. are shown in Form G of Appendix 1.

- (iv) The capital expansion that took place at O.V.C. during the past five years is summarized in Table 1 below.

TABLE 1  
Capital Costs of New Health Sciences Facilities  
Over Past Five Years

<u>Name</u>	<u>Area</u> <u>(n.a.s.f.)</u>	<u>Cost (\$)</u>	<u>Unit Cost</u> <u>(\$/n.a.s.f.)</u>
Animal Holding	6,634	384,476	57.95
Clinical Research	7,343	627,571	85.46
Immunogenetics Laboratory	2,069	126,991	61.38
*Anatomy Extension	3,250	136,281	41.93*

\* Floor space added to existing building

The projected capital programs for O.V.C. are shown in greater detail in a separate section of M5 along with the other capital projections. To some extent these projections are conditional upon the expansion of enrolment to 112 students. If it is decided to maintain the DVM enrolment of eighty students, only part of these costs will have to be met. A summary is given in Table 2.





TABLE 2

Capital Costs of Planned Health Sciences Facilities  
for Next Five Years

<u>Name</u>	<u>Area</u> <u>(n.a.s.f.)</u>	<u>Cost \$</u>	<u>Unit Cost</u> <u>(\$/n.a.s.f.)</u>
Laboratory Animal Building	22,121	1,897,000	85.76
Site Development and Chilled Water	-	224,000	-
Veterinary Microbiology and Immunology	19,950	1,526,000	76.50
Pathology Building	50,000	4,250,000	85.00
Veterinary Field Station	73,265	3,250,000	44.36 *
O.V.C. Main Building Renovations	N.A.	950,000	N.A.
Fifth Land Acquisition	N.A.	<u>330,000</u>	N.A.
TOTAL		12,427,000	

\* Includes some farm type structures

(v) Use of Facilities for Other University Programs

An extensive interchange of undergraduate and graduate students occurs among the colleges within the University for purposes of course instruction. Courses are provided by most of the



colleges and schools for students enrolled in other colleges. In addition, a student in any degree program may register for any course offered by a department, provided that the academic prerequisites have been met and that the course enrolment quota, if one exists, has not been exceeded.

Specifically, the facilities of the Ontario Veterinary College are used in connection with the following university programs other than health services:

- |                                       |  |
|---------------------------------------|--|
| B.Sc.<br>(Physical Education) -       | lecture-laboratory courses of one semester duration in Gross Human Anatomy and Human Physiology. |
| B.Sc. (Agriculture) -                 | one-semester lecture-laboratory course in Poultry Health and Animal Physiology.                  |
| Family and<br>Consumer Studies -      | one-semester lecture course entitled Physiology of Man.  |
| Bachelor of Arts -                    | one-semester lecture-laboratory course in Anatomy for students majoring in Fine Arts.            |
| Associate Diploma<br>in Agriculture - | one-semester lecture-course in Animal Health.  |





Undergraduate

Science Electives - a two-semester lecture course in Biochemical and Cellular Pharmacology and a one semester lecture course in the History of Medicine.

Counterbalancing this, it should be noted that students in veterinary medicine take courses in departments outside the college.



2. (a) Factors Affecting Levels of University Support

(i) The details requested on types and sizes of classes will be found in Form H of Appendix 2.

(ii) New Approaches to Teaching and Learning

A number of recent innovations in teaching methods at Guelph have been stimulated by the Senate Committee on Teaching and Learning. This Committee was established in Fall 1966 to investigate ways of improving teaching and learning on the campus. At present the Committee functions through four subcommittees, which are concerned with the following matters:

- teacher evaluation and the study of teacher effectiveness
- faculty development through workshops, seminars and guest speakers
- the feasibility of establishing on campus a centre for research and training in university teaching.
- the acquisition and dissemination, through periodic bulletins, of information about teaching methods and evaluation.

Some recent innovations at Guelph are described below.



Audio-tutorial Laboratory Courses

An audio-tutorial laboratory course in Introductory Botany has been in operation at Guelph since Fall 1967. The distinctive feature of this course is the format of the laboratory sessions. These have been reorganized on the independent study concept, and student laboratory carrells have been constructed and equipped with tape-recorders and film-strip projectors. The laboratory is open from 8:00 a.m. to 11:00 p.m., and the student is free to perform an experiment at a time of his own choosing and to spend as long as he feels necessary to master the material. Laboratory demonstrators are present throughout the entire period to advise the students. Studies have indicated that under such a system the student's understanding of the subject-matter is significantly enhanced. We are providing a similar facility for a course in Introductory Soil Science, and the Colleges of Family and Consumer Studies and of Veterinary Medicine are considering adopting the method. However, experience with the course in Botany has shown that additional faculty are necessary beyond the number required for a traditional lecture-laboratory program, and the total operating costs have risen accordingly. In the face of rising student/faculty ratios and rising costs, which in any





case are in prospect, it is unlikely that we can bear the additional expense involved in extending the audio-tutorial system.

#### Video-taped Laboratory Demonstrations

At present, video-tapes are used in introductory courses in Biology, Chemistry, and Physics, to explain to students the procedures and techniques of laboratory experiments. The result has been a more polished and consistent presentation, which has probably enhanced the learning process. However, the device has not changed the size of laboratory sections or reduced the requirement for demonstrators. The use of video-tapes in classroom and laboratory will no doubt be extended as faculty-members become more familiar with them. Nevertheless, the process of education goes a good deal beyond the mere presentation of material on the one hand and absorption of it on the other. Dr. Edward F. Sheffield's recent study has again underlined what sensitive people have always recognized - that the most significant effect on the student is the effect of personal contact with his teachers. Video-tapes and similar devices can be invaluable as teaching aids; they cannot replace faculty members. At best, video-tapes can and should be used to reproduce material in



the classroom that cannot readily be used in actuality: e.g., sequences of surgical procedures, magnification of microscopic cross-sections, etc. These constitute enhancement of faculty effort, rather than replacement of it, and are almost certain to increase operating costs.

#### Audio-taped Material

The language laboratories make extensive use of audio-tapes to assist the student in developing facility in the spoken language, and in the music program. Audio-tapes are also being used, but to a lesser extent, in Drama and English. They are used as a supplement to, rather than a replacement of, faculty.

#### (iii) Possible Effects of Educational Technology on Class Patterns

We feel that no significant changes in class patterns will occur in the immediate future as the result of recent innovations in educational technology.

However, we anticipate that the trend toward greater use of independent study programs will continue. In the long run there is likely to be some reduction in the number of formal contact hours and an increase in the use of various learning-resource media. We shall



welcome any device that can further enhance the effectiveness of faculty effort in the teaching process.

2. (b) Resource Allocation - University Operating Funds

(i) The data on budget allocations will be found in Form I of Appendix 2.

(ii) Comments on Adequacy of Patterns Indicated in (i)

The University is far from happy with the pattern of expenditure outlined on Form I. The pattern has been forced on us partly by pressures that are continuing to affect all universities (the contradictory pressures of expansion and financial stringency) and partly by considerations that are particularly pressing on Guelph (especially the unusual proportion of obsolescent buildings). It is our conviction that the primary responsibility of the University is service to society through teaching and research. It is equally our conviction that this service must be of the highest possible quality, and this in turn inevitably implies the necessity of retaining and attracting highly qualified faculty and strengthening greatly such crucial academic aids as the library, and of providing facilities that will enable the service to be effectively performed.



As regards faculty and staff, we have tried to provide salary and wage increases comparable with those given in other areas of society. Part of the money required for these purposes in 1970-71 became available as a result of the fact that in 1969-70 expenditures were less than had been anticipated, and there were certain unexpected additional revenues. Even in these circumstances it has been necessary to increase student-faculty ratios, severely limit expenditures on renovations, reduce purchases of library books to well below what is desirable, and to curtail computing and audio-visual services. The difficulties are exacerbated by the fact that at Guelph the proportion of old buildings is a good deal higher than at most universities, and the sums that must be channelled into renovations are correspondingly large.

The outlook for 1971-72, if the value of the B.I.U. is as predicted, is for even greater stringency and therefore for an even greater inadequacy in the pattern. A carryover similar to that of 1969-70 cannot be expected. No less significantly, the pressure will continue for salary increases beyond the proportions of the increase in value of the Basic Income Unit predicted for 1971-72; that is, in excess of 4.8%. Therefore, if the increase in the value of the B.I.U. continues to be thus





restricted, the pattern is bound to become worse. To avoid steady deterioration of the quality of the university environment, it is essential that future increases in the value of the Unit be comparable to the expected salary and wage increases.

- (iii) The data on Ancillary operations will be found in Form J of Appendix 2.

## 2. (c) Effects of the Academic Marketplace

### (i) Availability of Qualified Faculty Members

The available supply of qualified faculty at the levels below Associate Professor is greater than at any time in the past five years, and the University of Guelph is experiencing little difficulty in finding suitable persons at these levels in most academic disciplines. The few instances where candidates are not readily available occur in the Physical and Social Sciences where, for example, biophysicists, statisticians, economists and computer scientists are currently in short supply. Such persons have specific training that is also in demand by governments and industry.

There is some difficulty in attracting the senior faculty who are required in certain disciplines, because the University is not always able to offer the broad



range of inducements that are necessary in a small and highly competitive market. Thus, it is difficult to attract experienced faculty in disciplines where library resources are substandard, where graduate programs are limited or non-existent, or where physical facilities such as research laboratories are inadequate. For example, the delay in replacing the obsolescent facilities in the Engineering Building has seriously impeded the School in its recruitment of faculty and in the implementation of its new program.

We believe that in the recruitment of faculty all Ontario universities would benefit if a common pension scheme were in effect. We therefore recommend the introduction of such a scheme, province-wide.

- (ii) The information requested on sources of new faculty appointed during the period 15th September 1969 to 15th September 1970 will be found in Form K of Appendix 2. Only aggregate data are given. The figures for the various discipline areas have been forwarded to CPUO.



2. (d) Operating and Capital Support

The accepted practice in carrying out cost-benefit evaluations requires that total costs and benefits over the lifetime of the alternatives under consideration be determined. These total costs are usually consolidated into a single figure by combining operating and capital costs by some mechanism such as discounted cash flow. This might suggest that, in principle, it would be desirable to combine the operating and capital formula. We, however, take the view that the operating and capital formulae are mechanisms for allocating support; they are not, except incidentally, evaluation processes.

In considering these formulae as mechanisms for allocating support it should be noted that while the present operating formula permits the universities a certain amount of autonomy, the interim capital formula, as presently applied, does not. In applying the operating formula, once the B.I.U.'s have been determined and the money allocated, the individual university is free to distribute these monies among departments according to its particular needs. In the case of the interim capital formula, the formula is used to determine the distribution of funds among institutions but the Province still retains the right





to examine each project on an individual basis. There is a danger that if the two formulae are combined this aspect of the capital formula will be carried over into the operating formula, thus increasing the detailed control exercised by the Government and decreasing the autonomy of the universities.

We believe that the Province will wish to retain some control over individual items of capital expenditure, though it is hoped that this will be less detailed than previously. If this is the Province's intention, we favour continuing the differentiation of the operating and capital formulae in the distribution of funds to individual universities.



### 3. Future Planning

#### (a) Updating of Five Year Forecast

(i) Undergraduate enrolment forecast is presented in detail year by year to 1975-76 on Form L in Appendix 3.

#### (ii) Changes in Proposed Developments

The one change that will be noted in the undergraduate enrolment is that the numbers projected for the Family and Consumer Studies program have been increased.

Starting in the Fall of 1971 the freshman enrolment will be increased by 50 and as this increase works through the system the total enrolment will increase by 175 in 1974-75.

The graduate enrolment projections are reduced from those presented in 1969. The full-time graduate enrolment for 1971 has been reduced from the 834 projected last year to 700. Last year's projection of 1235 graduate students in 1975 has been reduced to 1052.

#### (b) Capital Requirements

The proposed schedule of capital development at the University follows the pattern presented in last year's brief. It will be noted, however, that, except for the University Centre and Administration Building, this development has been set back



a year from last year, largely due to the cut-backs that have been made in the projected enrolment of graduate students. The detailed information requested in Dr. Stewart's letter will be found in Forms M1-M5 of Appendix 3.

The proposed construction sequence is:

- (i) Joint construction of University Centre and  
Administration building  
Engineering Science building<sup>1</sup>
- (ii) Central Services building
- (iii) Family and Consumer Studies building  
A building for social sciences<sup>2</sup>  
A building for biological sciences<sup>2</sup>
- (iv) Physical Education building  
Soil Science Extension building

<sup>1</sup>As a result of the special case made last year for replacement of the Agricultural Engineering buildings, it is understood that the existing plant can be demolished and a replacement built when the Guelph space entitlement matches the Guelph space inventory. This is expected in 1973, and the building has been planned for that date.

<sup>2</sup>The phrases "social sciences" and "biological sciences" are here used to refer to the discipline areas, not to the administrative structures.



This proposed construction schedule has been prepared on the hypothesis that a substantial portion of the Guelph space entitlement will have to be devoted to the construction of dining and common spaces in residence halls. The extent of this diversion is displayed in Table 3 below.

TABLE 3

Diversion of Formula Entitlement to Residence Space

	<u>1971/2</u>	<u>1972/3</u>	<u>1973/4</u>	<u>1974/5</u>	<u>1975/6</u>	<u>1976/7</u>	<u>1977/8</u>
	(net assignable square feet)						
Cumulative formula entitlement, less existing inventory debentured	(85,000)	--	82,000	165,000	254,000	347,000	437,000
Estimated debentured residence space	<u>8,715</u>	<u>28,715</u>	<u>28,715</u>	<u>33,715</u>	<u>43,715</u>	<u>43,715</u>	<u>53,715</u>
Adjusted cumulative entitlement	(93,715)	(28,715)	53,285	131,285	210,285	303,285	383,285

Section 3. (g) of this brief explains how the estimate of residence housing needs was obtained. If Guelph is to meet its projected enrolment figures, it will have to provide residence space. Not only is the resident student population large in relation to the





community but the existing restaurant facilities in the community are not adjacent to the campus, so that some dining facilities must be provided in the new residences. In this situation a University such as Guelph, located in a small community with no adjacent restaurant facilities, is unfairly penalized by the capital formula because of the need to provide this space. The needs of a relatively large institution in a relatively small community are quite different from those of an urban university that draws a large fraction of its student population from the city in which it is located, and has ready access to a large variety of restaurants for the feeding of its students.

The capital requirements for the Veterinary College are shown separately on sheet 4 of Form CUA/70/M5. The prescribed outline of development follows that proposed in last year's brief. The extent of the expansion has been dealt with in the section on health sciences.

The enrolment data on which these capital projections were made are summarized in Form N of Appendix 3. The Form, as distributed, allowed no space for part-time and third semester enrolment. These enrolments effectively carry a weight of one quarter for the full-time equivalent of the enrolments. The numbers shown in the added column are F.T.E. enrolments.



Once again a separate set of figures has been prepared for the O.V.C. enrolments.

### 3. Brief Outline of Proposed New Programs

(c) The following new programs are being considered for possible introduction in the period 1971 to 1973:

#### (1) For 1971-72

As reported in the 1969 submission to the Committee on University Affairs, several graduate programs are proposed as follows:

##### Doctoral Program in Philosophy

This joint program involving Guelph and McMaster has been submitted to the Appraisals Committee of the O.C.G.S. If approved, it will be implemented on both campuses in 1971.

##### Doctoral Program in Physics

This program, emphasizing molecular and solid state physics and low energy nuclear physics is before the Appraisals Committee. It is expected to be recommended to O.C.G.S. for implementation during 1971.

##### Doctoral Program in Agricultural Economics

The largest such department in Canada, Guelph's present program is unique in Ontario; the time has come for us to accept the responsibility for training doctoral students. The program proposal is in draft form and should go to Appraisal this year for implementation in 1971.

##### Doctoral Program in Food Science

The need for highly trained scientists to study the problems of food prompts us to contemplate this program. The proposal has been drafted and should go forward to Appraisal this year for implementation in 1971.



### Master's Program in Physical Education

Stressing the physiological basis of Physical Education, the special emphasis complements that of other graduate programs either in existence or known to be planned in Ontario. Under the title of Human Kinetics, the program includes the scientific analysis of movement, and the study of disturbances to and the re-establishment of homeostasis resulting from physical activity. The Guelph program will require a heavier emphasis on the physical and biological sciences than other programs in Ontario. The proposal is before Senate prior to submission to Appraisal in the near future. We hope it can be implemented in 1971.

### (ii) For 1972-73

#### Undergraduate Minor in Business Management

This program would be available to both Arts and Science students, and would consist of the identification of a sequence of courses already offered in various departments and schools in the University. It will not, therefore, require additional resources.

### Graduate Programs

Proposals for the following graduate programs are in preparation. The order of priority and of date has yet to be established within the University, but 1972 would be the earliest possible date and later dates seem more likely. In the circumstances, descriptions appear to be unnecessary here.

#### Proposed Doctorate Programs

Clinical Studies (1972 or later); Family Studies additional to present human nutrition (about 1974); Psychology (1974); Statistics (1972 or later).





Proposed Master's Program

Drama (1973); Landscape Architecture (1972 or later).

- (d) Outline of programs and/or courses to be dropped or re-organized in 1971-72 and 1972-73.

For reasons of both financial economy and greater academic flexibility, consideration is currently being given to deleting certain acceleration patterns in the Bachelor of Science program and adding some that may be desirable in the program in Family and Consumer Studies.

The University has had for some time a Committee on Course Duplication, the function of which is to scrutinize all proposals for new courses in order to ensure that no excessive overlapping of courses occurs. In addition, a careful watch is kept over enrolment patterns to ensure that courses with very small numbers of students are not given in circumstances where they are not a vital part of the students' programs.

- (e) Capital Formula standards as now applied

- (i) Dining Halls

We have already mentioned the particular problems



forced on relatively large universities in small communities through the inclusion of residence dining and commons facilities in the capital formula. Because of these problems and because of the difficulties faced by any university with a large residential component, we urge that the original application of the formula, which excluded dining facilities, be reverted to. Should this be impossible, we suggest that, if dining facilities are to be included in a university's inventory, the formula be modified so as to establish an allowance related to the total number of students, the size of the community and the percentage of the student body in residence.

#### Old Buildings

One of the problems that arises through the application of the present formula is the different age profile of buildings at different institutions. The 30% discount factor has gone some way to meeting this problem. We understand that this factor is under review at present, and we urge that serious consideration be given to replacing the present single 30% figure with a sliding factor that will increase with the increasing age of buildings. There is, however, a related problem that may be of equal importance. In many of the older



universities, including Guelph, expanding departments have tried to make maximum use of space available to them. In many instances, this has meant the conversion of substandard space. For example, the basement in the Macdonald Institute building has been put to maximum use to provide additional work rooms and laboratories for the students. The ceiling is 6'6" high and there are exposed pipes that extend several inches below it, so that tall persons using the area are at best uncomfortable. Under the rules of the capital formula, this space so intensively used is counted in the inventory in the same way as superior space in the new Physical Sciences building. Unless some allowance is made for this sharp differentiation of space, it seems unlikely that the formula will ever allow the problem of obsolescence to be met.

Apart from the foregoing, it should be noted that though an allowance of 30% has been established for older buildings there are some problems in the application of this policy. There are no agreed standards of what constitutes renovation and certainly our experience to date suggests that 30% does not provide sufficient funds to renovate an older building to



modern standards. It is recommended, therefore, that when funds are provided to renovate older buildings they be treated as non-formula funds and that the renovated space then be added to the University's inventory at its full assignable area. It is not believed possible to establish an equitable formula for the renovation of a building since the amount of renovation required will vary considerably depending on the condition of the structure, the building services and any requirements that the fire marshal may have for the provision of stairwells and fire proofing. It is suggested, therefore, that the amount to be allocated should be reviewed for each project.

#### Unit Costs of Space

A further problem concerns the existing mix of types of space on campus. A single figure for construction costs is recognized as intended to be the provincial average for all types of space. But individual universities do not all have a combination of disciplines that corresponds with the provincial average.





It can be demonstrated that some types of heavily serviced space cost more per assignable square foot than other less heavily serviced space. The formula allows a greater amount of space for some disciplines than others; it does not appear to take into account the different unit costs of space. This serves to create inequity in two ways. First, it discriminates against institutions which emphasize disciplines that demand high unit cost space; second, it discriminates against institutions which, in phasing their building program, built low unit cost buildings prior to the introduction of the formula and have yet to build their high unit cost buildings. Even for those institutions whose combination of disciplines corresponds to the provincial average, and whose capital plant was in perfect balance at the time the formula was introduced, artificial factors are introduced into planning.

#### Adequacy of Standards

It is understood that the adequacy of the standards both with respect to the allowed square footage per student and the cost per square foot are under review by the Joint Capital Studies Committee. We can observe, however, that the present standard of 96 n.a.s.f. per student of weight one, combined with the present capital weights, is causing space difficulties at Guelph. Also, the cost allowance of



\$55 per assignable square foot is lower than our cost experience prior to the date that figure was set. The fact that no inflation allowance has been added to the initial allowance, of course, aggravates the situation. In an area unique to Guelph - that is, veterinary medicine - an intensive study has been made of space needs and the allowance of 96 n.a.s.f. per student of weight 1.0, along with the proposed formula weight of 4, has been found to generate approximately 25% less space than the standards prevailing, for example, in Illinois, Ohio and California. A further problem with regard to standards is the allowance made for third semester students. The present allowance is only one-third of that considered necessary by Guelph and Waterloo, the two universities most affected.

We therefore recommend that:

- (1) the cost allowance of \$55 per net assignable square foot be revised upward;
- (2) the basic allowance of 96 n.a.s.f. per student be re-examined;
- (3) the allowance for students in the third semester be set at 32% of the appropriately weighted enrolment.

(ii) Changing Secondary School Patterns

The University is cognizant of the changing secondary school patterns, particularly in respect of the growth in the non-uniformity of standards (due primarily to the abolition of the Grade 13 departmental examinations), and the introduction



of the newer and more interdisciplinary courses intended to reflect the current interests and problems of contemporary society. It is our belief that these changing patterns, which reflect in part the increased autonomy of individual schools, have resulted in a greater variety of academic backgrounds of the freshman students. Where students may not have the full complement of courses required for admission to the programs of their choice, we have established a number of "starter" courses particularly in the mathematics, physics, chemistry and biology programs. These courses are designed to initiate the student into certain fundamental areas of his program in which he may be deficient. The student is permitted to register for only one of these courses.

Further, we believe that changes in the secondary school patterns of the kind referred to have led to difficulties in establishing realistic university admission standards. It appears to us that the assessment made in Grade 13 may no longer be an appropriate criterion for determining university admissions or for predicting a student's success at university. If this should indeed be so, then other criteria will have to be found. These may take the form of standard entrance examinations of the kind being developed by S.A.C.U.; or it may be necessary for the University to set and grade its own entrance examinations.



(iii) Enrolment intake from other  
than Secondary Schools

Of the 1660 freshmen who have registered at Guelph this Fall in semester 1 of undergraduate degree programs, excluding veterinary medicine, 85% have come directly from Grade 13 in the Ontario secondary schools. The remainder are senior matriculation graduates from other provinces (22 students) and from the British system (11 students); graduates or transfers from the Colleges of Applied Arts and Technology (15 students); Canadians who have taken the equivalent of Grade 13 at a college or university in the United States; mature students (45 students); transfers within University programs (including 25 students entering the B.Sc.(Agr.) program from the Associate Diploma program and Colleges of Agricultural Technology). These are not final registration figures and all figures are approximate.

In the upper semesters there has been an increasing number of transfer students from other universities. These students are attracted by the semester system, the accelerated programs and Guelph's strength in particular disciplines.





(iv) Changing Student Preferences

In the Arts program there has been an increase in the proportion of student enrolment in the social sciences, particularly in sociology and psychology, and a corresponding decrease in the humanities, particularly languages. In the sciences, there appears to be a shift in interest from the physical to the biological sciences. We are not experiencing any major difficulties in adjusting to these changes, but only because our enrolment is increasing.

(v) Changing Patterns of Job Opportunities

The University is responding to the changing pattern of job opportunities by permitting as much flexibility as possible in all student programs without a sacrifice of high academic standards. This permits students to adjust the emphasis of their courses as they progress through the university and to tailor their program to meet their own objectives and opportunities as they view them.

The University has also responded by introducing at the undergraduate level revised programs in Family and Consumer Studies and in Engineering Science and new



programs in Hotel and Food Administration and in Computer Science. It has also initiated a one year internship program for graduate veterinarians.

The problem of subsequent employment for graduate students has been recognized by the University and is one of the factors that have led to the downward revision of the graduate enrolment projections.

(f) Effects of Increasing Student Aid

- (i) With regard to the present system of student aid, in our experience the administration of it is cumbersome and it imposes a considerable administrative burden on the University. Further, the schedule of payments is such as to make it difficult for students to budget their resources effectively.

With regard to the larger question, if we assume that the amount of public funds available for higher education is fixed, then it is clear that to increase student assistance would diminish the amount available for direct university support; on the other hand, to diminish student assistance (e.g., by abolishing the grant portion of the present awards plan) would unjustly penalize students whose parents are in the



lower income groups, or who are otherwise financially disadvantaged. We believe that neither alternative is satisfactory. In the long run, the question is one of social philosophy and public determination. Political leaders of all parties have often stated their belief that the opportunity of higher education should be made available as a right to every young person who has the ability to benefit by it. Universities would of course be profoundly affected by an attempt to put that belief into practice, and ought to be able to comment usefully on the implications of doing so. Nevertheless, the fundamental decision whether to give the belief practical effect belongs not to them but to government.

- (ii) On the matter of private vs public support of universities, we should of course like to witness an increase in both forms of support. We are of the opinion, however, that no significant increase in the former is likely to occur in the near future. Except at a handful of universities, the practice of making regular large gifts to universities has never become established in Canada, as it has in the United States. There appears to be a rather widespread belief among potential donors that



since governments are underwriting an increasing portion of university costs, the need for private gifts is decreasing. We should like to see this misconception corrected.

(g) Student Housing

(i) The University's requirements for student housing for the next 5 years

At Guelph, the estimating of student housing requirements is a continuous process. Our latest estimates at the time of writing this brief are shown in Tables 4 and 5 following.

TABLE 4

	<u>Single Student Residence Requirements</u>					
	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>
1. Projected Enrolment of single students	5,732	6,248	6,719	7,179	7,654	8,067
2. Home	210	265	295	310	330	362
3. Commuters	270	325	330	360	400	420
4. Apartments	570	683	695	875	931	1,000
5. Other Guelph Housing	1,217	1,227	1,227	1,227	1,227	1,227
6. Total Items 2,3,4,5	2,267	2,500	2,547	2,772	2,888	3,009
7. Minimum required University beds	3,465	3,748	4,172	4,407	4,766	5,058
8. Existing Residence Beds	3,252	3,252	3,252	3,252	3,252	3,252
9. Additional Residence beds required	213	496	920	1,155	1,514	1,806





TABLE 5Married Students Residence Requirements

	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>
1. Projected Enrol- ment Married Students	816	938	1,098	1,263	1,455	1,671
2. Commuters	140	149	155	178	204	221
3. Apartments	400	400	400	410	420	470
4. Other Guelph Housing	195	195	195	195	195	195
5. Total Items 2,3,4	735	744	750	783	819	886
6. Total University Apartment Units Required	81	194	348	480	636	785

(ii) The need displayed in the above tables was determined in the following way:

(1) Starting with the enrolment projections, these were split into single and married students.

In 1968, the percentage of students (graduate and undergraduate) who were married was 11%. In splitting enrolment between single and married students the past trend line was extrapolated leading to the assumption that the percentage of students who were married would increase by about 1% a year from 11% in 1968 to 17% in 1975.



- (2) The number of students who might be expected to stay in their parents' homes in the city was estimated.
- (3) The number of commuting students was estimated.
- (4) The number of students who would find accommodation in apartment buildings was estimated.
- (5) The number of students finding accommodation in "other housing" (essentially single rooms or suites in family homes) was estimated.
- (6) The number of beds provided by these four categories was determined and subtracted from the enrolment projections to arrive at the number of University beds required.

The estimates of the number of students in each of these categories was determined in the following fashion:

The number of students staying in their parents' homes was based on the proportion of Guelph High School graduates who enter the University of Guelph. A record has been kept of the number of these students. After an initial jump when the University of Guelph was established, the percentage of local students coming to



Guelph has stabilized. For purposes of the housing study, commuters were classed as students who live beyond the city boundaries. The proportion of the total student body that can be classed as commuters has remained relatively constant over the past two years since student housing data were kept. It was assumed that this proportion will remain constant over the years and the commuter figures are based on that assumption. To determine the number of students who would find accommodation in privately available apartments, University officials met with the local city planner to discuss possible growth rates for the total available apartment stock; a figure of 10% per annum was established. Subsequently, various estimates of the availability of apartment stock to university students were made. These were done in the knowledge that factors such as the tendency of groups of students to share apartments, on the one hand, and the difficulty married students experience in competing with increasing rents, on the other, all have a bearing on the estimates made. In the final analysis an intermediate value was chosen.

The category "other Guelph housing" includes converted



basements, attics, apartments over stores, etc.

There is no particular pressure for urban renewal programs which would diminish this stock. At the same time as families grow more affluent, they become less likely to take in roomers or boarders. Therefore, it was assumed that the available rooms in this category would remain relatively constant.

- (iii) If funds are not available to permit the University to develop housing projects on these scales, the information that has been gathered suggests that the University will not be able to meet its enrolment projections.





#### 4. (a) Mission-Oriented Research

The University of Guelph has a substantial involvement in mission-oriented research. The main block, under contract with the Ontario Department of Agriculture and Food, is concerned with problems and opportunities in the agricultural and food sectors of the Ontario economy. The constituent programs are oriented to improve efficiency and productivity in primary agricultural production and input industries, and in the processing, storage and marketing businesses and agencies associated with the agricultural production and food system.

The programs are as follows:

Centred in the Ontario Agricultural College -

- Beef Industry
- Dairy Industry
- Swine Industry
- Poultry Industry
- Pollution Control and Waste Utilization
- Farm Structures, Animal Housing and Environment
- Field Mechanization Systems
- Soil Management and Plant Nutrition
- Grain Crops Breeding and Management
- Forage Crops Breeding and Management
- Protein and Oilseed Crops Breeding and Management
- Vegetable Crops Breeding and Management
- Fruit Crops Breeding and Management
- Ornamental Crops Breeding and Management
- Weed Control
  
- Insect Control
- Plant Disease Control
- Vertebrate Control



- Honey Production and Crop Pollination
- Food Processing and Quality
- Agricultural Economics Research
- Resources Inventory, Planning and Development
- Agricultural Meteorology

Centred in the Ontario Veterinary College -

- Diseases and Function of the Respiratory System
- Diseases and Function of the Digestive System
- Parasitism
- Diseases and Function of the Reproductive System
- Disorders of Lactation
  
- Diseases of Laboratory Animals
- Disease Problems Concerning Companion Animals
- The Evaluation of New Concepts in Medicine and Surgery
- Epidemiology and Epizootiology
- Diseases and Function of the Circulatory and Hemopoietic Systems
  
- Problems of Organ and System Disability
- Experimental Medicine and Surgery
- Toxicological and Pharmacological Research
- Diseases and Functions of the Immunological System

Centred in the College of Family and Consumer Studies -

- Foods and Nutrition
- Textiles
- Sociological Studies

Each program normally involves faculty in several departments and is centrally coordinated. Information about these projects is contained in greater detail in the Program Outlines and Program Budget Estimates for 1971-72 submitted to the Ontario Department of Agriculture and Food.

There are a number of other mission-oriented programs in the University, such as:



### Educational Disabilities

The Centre for Educational Disabilities was established as a mission-oriented centre to improve the techniques for helping children overcome learning disabilities and to understand better the nature of such disabilities with a view to preventing or lessening them. For example, research of the centre has resulted in the finalization of a number of teaching programs which train children in effective learning styles, and remedy specific disabilities in reading and in arithmetic. In addition, a large-scale study of the incidence of behaviour-disturbance in school children has resulted in an important reclassification of behaviour problems as an aid to diagnosis.

The research has been funded by a variety of mission-oriented agencies such as Ontario Association for the Mentally Retarded, Atkinson Foundation, County Health Units, Ontario Mental Health Foundation, Department of National Health and Welfare and the Ontario Department of Health.

### Resources Development and Planning

The Centre for Resources Development has a mission-oriented research component in which it carries out regional planning



research for municipal governments, regional planning agencies and government departments. For example, the Centre completed the Regional Plan for the Georgian Bay Economic Region 1968-72 for the Georgian Bay Regional Development Council and the Ontario Department of Treasury and Economics. This is one of the ten Advisory Regional Plans for Ontario tabled in the legislature by the Provincial Treasurer March 6, 1969. The Centre has also recently completed five CORTS projects (Canada-Ontario-Rideau-Trent-Severn Committee) as one section of the Federal-Provincial planning of these waterway systems as recreational resources.

These studies are typical of the environmental work of the Centre and have been supported by Ontario Regional Development Councils, the Ontario Department of Treasury and Economics, the Ontario Economic Council, the Federal Department of Transport and the Ontario Teachers Federation.

#### Wildlife and Fisheries Management

A block of research is negotiated annually with the Ontario Department of Lands and Forests. Five departments in two colleges are involved. The research goals are integrated with those of the research program of the





Department of Lands and Forests and are aimed to provide improved management information for the fisheries and wildlife resources of Ontario. Such research is of real significance to tourism, commercial fisheries and recreational needs in Ontario.

#### Quality of the Environment

The University, because of its special interests in areas such as Biology, Agriculture and Food, Landscape Architecture, Ornamental Horticulture, Geography, and Engineering, has a large volume of research bearing on the improvement of the quality of the environment. This includes research on planning parks, communities, recreational areas and regions; landscape design and plant resources for landscape use; soil classification and land use planning; soil management for production and conservation; wildlife and fisheries management; watershed hydrology; water quality and management in stream systems; control of soil, water and air pollution on farms and in industries associated with the agriculture and food system; new systems of pest control to reduce the use of chemicals with pollutant potential; detection of pollutants in food; and air pollution effects on vegetation. This broad area of



environmental science is an increasing one at this University and it does have a major mission orientation.

#### Other Programs

There are, as well, a large number of individual research projects which could be classified as mission-oriented. Funding for these is derived from a wide range of industry, business, agency and government sources.

#### 4. (b) University Policy on the Obligations of Individual Faculty Members.

The University has a published handbook of Faculty Policies that is supplied to each faculty member. It sets out policy with respect to salaries, tenure, promotions, leave, consulting by faculty members, and so on, and prescribes procedures to be followed. The policies and procedures have been approved by the Board of Governors as they have been developed. The University has a standing Committee on Faculty Policies that is charged with maintaining a continual review of them and proposing appropriate additions or modifications from time to time.

Faculty salaries are for a twelve-month period, one month being intended as vacation. Under the semester system, faculty members are expected to carry a teaching load for two of the three semesters, the third semester



being devoted to research and other scholarly activities. Department Chairmen and Deans are required to be on campus for eleven months out of the twelve. The University has established guidelines for what constitutes a full teaching load. Accountability for faculty obligations is exercised through Department Chairmen.

4. (c) Other Matters

Section 3(g) has already displayed the difference between the projected enrolment figures and the number of students the University of Guelph can expect to enrol, given its present housing stock and that projected for the community. All the evidence the University has gathered to date reinforces the findings of the original study, made shortly after the establishment of the University, that attainment of the enrolment goals set for the University of Guelph can only be achieved by providing housing accommodation for the bulk of the student body.

No difficulty was foreseen in doing this so long as the University had access to CMHC mortgage funds. Recently, however, there has been a considerable reduction in the amount of these funds available, with the result that a project planned for 1971 has been reduced from 540 units to 140



and a project of 1,140 units planned for 1972 is subject to possible reduction in size.

With the bulk of the University revenues, both for capital and operating expenses, depending upon the enrolments achieved, it becomes very difficult, if not impossible, to prepare realistic future plans without some assurance that projected enrolments can be accommodated. Furthermore, any shortage of residence accommodation induced by the curtailment of CMHC funds will affect the ability of this University to meet its projected enrolment.

For the foregoing reasons, we strongly urge that the Government of Ontario take steps to ensure that sufficient funds are available for the construction of required student housing.





## 5. Summary

With respect to enrolment and in comparison with last year's forecast, it will be noted on Form L in Appendix 3 that the projected figures on full-time enrolment show an increase in the undergraduate and a decrease in the graduate numbers.

The increase in the undergraduate projection is due to a decision to increase the freshman enrolment in the Family and Consumer Studies program starting in 1971. This decision was made in light of the continuing high demand for student places in, and graduates of, this program and Guelph's unique position within the province in this field.

A considerably slower rate of growth is now forecast for graduate enrolments. This lower rate reflects the University's assessment of the needs of society and how these needs will be interpreted by students in making decisions with regard to graduate studies. This reassessment was stimulated by the discussions of the graduate students and the Board of Graduate Studies. It is consistent with the subsequent comments of Mr. Davis on the subject in his March 31 letter.

The net effect of a small increase in undergraduate enrolment and a larger decrease in graduate enrolment has been a reduction of anticipated revenue for both operating and capital



purposes. The greater weights applied to graduate students, of course, magnify the effect of the decrease. The result of these changes on the building program has been to delay it one year from the program presented in last year's brief with the exception of the joint University Centre-Administration Building which it is hoped will be available in the fiscal year 1973-74. As pointed out above, this delay in constructing academic facilities is further aggravated by the need to direct capital formula funds to the construction of residence dining and commons facilities.

As was demonstrated in last year's brief, the introduction of the interim capital formula severely disrupted the long-term development plan in effect at Guelph. The effect continues to be serious and there are at least three areas of concern.

First, there is the need at Guelph to direct a substantial amount of formula funds to the construction of residence dining facilities and commons areas. Second, the allowance made in the interim capital formula for third semester students is one-third of that felt necessary by Guelph and Waterloo, the two universities most affected by this problem. Third, there is included in the Guelph inventory a fair amount of the substandard space such as that instanced in the case of the



Macdonald Institute building. This raises the question of uniformity in the interpretation of the consultant's instructions as to what space data should be reported to the Province. Since the base inventory is being used to determine future entitlements, we should like to have some assurance that there has been an acceptable level of uniformity in the collection of data reported to the Province.

One further aspect of the space problem is the question of student accommodation. As detailed in Section 3(g) of this brief we have carried out an extensive study of the need for residence space if Guelph is to meet the enrolment goals set for it. All the evidence gathered, to date, supports the conclusion that unless funds are made available to permit the construction of the quantities of housing displayed in Tables 4 and 5 in Section 3, the projected enrolments presented in this brief will not be met. Any such drastic reductions in enrolment will, of course, invalidate the balance of the material presented in the brief.

Turning finally to the particular problems of O.V.C., the question whether projected enrolment figures will be met is dependent upon whether funds are made available for renovation and expansion of capital facilities. The



possibility of Federal Government support for this expansion is being explored, and the whole area of support for Veterinary Medicine is under discussion with Provincial officials. Even if the University continues with the present enrolment in Veterinary Medicine, capital funds will be required to bring the facilities up to the standards of the other leading veterinary colleges in North America.





PRINCIPAL RECOMMENDATIONS

1. That separate weights for students in the Arts and the Science programs be maintained (p. 11 and 12).
2. That future increases in the value of the basic income unit be comparable to expected salary and wage increases (p. 27).
3. That there be a continuing differentiation in the operating and capital formulae in the distribution of funds to individual universities (p. 30).
4. That the original application of the capital formula which excluded dining facilities in university residences be reverted to. Or, if dining facilities are to be included in the university's inventory, the formula be modified so as to establish an allowance related to the total number of students, the size of the community and the percentage of the student body in residence (p. 34 and p. 38).
5. That consideration be given to replacing the 30% discount factor (in the matter of age profiles of buildings) with a sliding factor that will increase with the increasing age of buildings (p. 38).
6. That when funds are provided to renovate older buildings they be treated as non-formula funds and the renovated space then be added to the university's inventory at its full assignable area (p. 40).



7. With respect to the capital allowance we recommend that:
- (i) the cost allowance of \$55 per net assignable square foot be revised upward.
  - (ii) the basic allowance of 96 net assignable square feet per student be re-examined.
  - (iii) the allowance for students in the third semester be set at 32% of the appropriately weighted enrolment (p. 42).
8. That the Government of Ontario take steps to ensure that sufficient funds are available for the construction of the required student housing (p. 60).



GRADUATE ENROLLMENT DATA  
 DISTRIBUTION OF GRADUATE STUDENTS (FULL-TIME AND PART-TIME) BY DISCIPLINE AREA AND CITIZENSHIP

Form CCH-70

	Canadian	Land's Immigrant	Foreign					Subtotal	TOTAL
			United States	United Kingdom	Europe	Asia	Africa		

69-70 70-71 69-70 70-71 69-70 70-71 69-70 70-71 69-70 70-71 69-70 70-71 69-70 70-71 69-70 70-71 69-70 70-71 69-70 70-71

Note - Figures for Distribution of Graduate Students by Discipline Area for 1970-71 to be added to Exhibit if preliminary registration data is available in September prior to submission of brief.

Full-time:	- Master's *	263	310	71	84	5	6	8	9	3	4	32	38	10	12	14	17	72	86	406
	- Doctoral	53	62	40	47	10	12	1	1	2	2	22	26	5	6	3	3	43	50	136
	- Total	316	372	111	131	15	18	9	10	5	6	54	64	15	18	17	20	115	136	542
* Including Graduate Interns																				
Part-time	- Master's	18		9				1										1		28
	- Doctoral	6		1														7		7
	- Total	24		10				1										1		35

DISTRIBUTION BY DISCIPLINE AREA

HUMANITIES (Lang. & Lit)

Full-time:	- Master's	3		1																4
	- Doctoral																			
	- Total	3		1																4

Part-time:	- Master's																			
	- Doctoral																			
	- Total																			

SOCIAL SCIENCES (History, etc.)

Full-time:	- Master's	31		6		2		1										3		40
	- Doctoral	4		3		1												1		8
	- Total	35		9		3		1										4		48

Part-time:	- Master's																			
	- Doctoral																			
	- Total																			

NATURAL SCIENCES (General)

Full-time:	- Master's	38		9				2				5		3		2		12		59
	- Doctoral																			
	- Total	38		9				2				5		3		2		12		59



	Canadian	Landed Immigrant	Foreign							Subtotal	Total
			United States 69-70 70-71	United Kingdom 69-70 70-71	Europe 69-70 70-71	Asia 69-70 70-71	Africa 69-70 70-71	Other 69-70 70-71			
<b><u>LIFE SCIENCES</u></b>											
Full-time:	76	23	1	2	1	10	3	7	24	123	
- Master's	22	17	4	1	1	10	2	1	19	58	
- Doctoral	98	40	5	3	2	20	5	8	43	181	
- Total											
Part-time:		1								1	
- Master's	2									2	
- Doctoral	2	1								3	
- Total											
<b><u>HEALTH SCIENCES (including Microbiology)</u></b>											
Full-time:	32	10			1	5	1	3	10	52	
- Master's	11	12	3			5	1		9	32	
- Doctoral	43	22	3		1	10	2	3	19	84	
- Total											
Part-time:	4	5								9	
- Master's	3	1								4	
- Doctoral	7	6								13	
- Total											
<b><u>EDUCATION</u></b>											
Full-time:	7	3								10	
- Master's											
- Doctoral	7	3								10	
- Total											
Part-time:	11	1		1					1	13	
- Master's											
- Doctoral	11	1		1					1	13	
- Total											

NOT OFFERED





[illegible]



	Canadian	Landed Immigrant	Foreign							Subtotal		Total	
			United States	United Kingdom	Europe	Asia	Africa	Other	Foreign				
	1969-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	
Full-time:													
- Master's	14	10		2				1	3	27			
- Doctoral	2	2					3	1	4	8			
- Total	16	12	2	2			3	2	7	35			
Part-time:													
- Master's	1									1			
- Doctoral													
- Total	1									1			

1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).

2. Enrolment basis: Student numbers enrolled: "as at" December 1st of each year.

3. Enrolment reported for 1970-71 to be latest estimates available of 1970-71 actuals.

An updated report incorporating December 1st actuals is required by no later than January 1st, 1971.

4. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).



GRADUATE ENROLMENT DATA  
DISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME) BY DISCIPLINE AREA AND CITIZENSHIP

[illegible]

## REGATE FIGURES

[illegible]

## BREAKDOWN BY DISCIPLINE AREA

ARTICLES (Language & Literature)

[illegible]

W. L. STILES (Hibosy, etc.)

## SOCIAL SCIENCES (Continued)

- Master's	31	6	2	3	1	2	2	12	49
- Doctoral	--	--	--	--	--	--	--	--	--
- Total	31	6	2	3	1	2	2	12	49



TOTAL

Subtotal

Foreign

United States

United Kingdom

Europe

Asia

Africa

Other

1970-71

1970-71

1970-71

1970-71

1970-71

1970-71

1970-71

1970-71

1970-71

1970-71

1970-71

## SOCIAL SCIENCES (General) (continued)

Part-time: - Master's  
- Doctoral  
- Total

10  
--  
10

11  
--  
11

## SOCIAL SCIENCES (Regional, etc.)

Full-time: - Master's  
- Doctoral  
- Total

2  
--  
2

1  
--  
1

2  
--  
2

Part-time: - Master's  
- Doctoral  
- Total

1  
--  
1

1  
--  
1

1  
--  
1

## PHYSICAL SCIENCES

Full-time: - Master's  
- Doctoral  
- Total

9  
--  
9

1  
--  
1

3  
--  
3

1  
1  
2

1  
--  
1

6  
1  
7

17  
3  
20

Part-time: - Master's  
- Doctoral  
- Total

1  
--  
1

1  
--  
1

1  
--  
1

## MATHEMATICAL SCIENCES

Full-time: - Master's  
- Doctoral  
- Total

1  
--  
1

1  
--  
1

1  
--  
1

1  
--  
1

Part-time: - Master's  
- Doctoral  
- Total

## ENGINEERING

Full-time: - Master's  
- Doctoral  
- Total

4  
--  
4

1  
--  
1

1  
--  
1

1  
--  
1

1  
--  
1

6  
--  
6

Part-time: - Master's  
- Doctoral  
- Total

1  
--  
1

1  
--  
1

1  
--  
1

1  
--  
1

1  
--  
1





APPENDIX 1 - Page /																			
Canadian		Landed Immigrant		Foreign						Subtotal		TOTAL Pa							
1970-71		1970-71		United States 1970-71		United Kingdom 1970-71		Europe 1970-71		Asia 1970-71		Africa 1970-71		Other 1970-71		1970-71		1970-71	
<u>LIFE SCIENCES</u>																			
Full-time:																			
- Master's		25	2			3		1	1	3	1	3	8	35					
- Doctoral		5	1			--		--	1	--	--	1	1	7					
- Total		30	3			3		1	2	3		2	9	42					
Part-time:																			
- Master's		1	--						--			--	--	1					
- Doctoral		5	1						1			1	1	7					
- Total		6	1						1			1	1	8					
<u>HEALTH SCIENCES (including Microbiology)</u>																			
Full-time:																			
- Master's		9	2			1		1	2	2	1	2	6	17					
- Doctoral		1	1			--		--	--	1	--	--	2	4					
- Total		10	3			1		1	3	3	1	3	8	21					
Part-time:																			
- Master's		1												1					
- Doctoral		--	--											--					
- Total		1												1					
<u>EDUCATION</u>																			
Full-time:																			
- Master's		9	1											12					
- Doctoral		--	--											--					
- Total		9	1											12					
Part-time:																			
- Master's		18	1											19					
- Doctoral		--	--											--					
- Total		18	1											19					



	Canadian	Landed Immigrant	Foreign					Subtotal	TOTAL
			United States	United Kingdom	Europe	Asia	Africa	Other	
	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71

# OTHER

Full-time:

- Master's
- Doctoral
- Total

Part-time:

- Master's
- Doctoral
- Total

1. Do not include "qualify 13 year" students (as this term is defined in the Report on the Counting of Graduate Students).
2. Enrolment basis: Students numbers enrolled "as at" December 1st of each year.
3. Enrolment reported for 1970-71 to be latest estimates available of 1970-71 actuals.  
An updated report incorporating December 1st actuals is required by no later than January 1st, 1971.
4. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 -----" (C.P.U.O. Research Division, May 11, 1970).
5. "New registered" graduate students are those enrolled in their program for the first time for the Fall Terms.



GRADUATE ENROLMENT DATA  
GRADUATE DEGREES AWARDED/TO BE AWARDED BY  
DISCIPLINE AREA

1964-65		1965-66		1966-67		1967-68		1968-69		1969-70		1970-71		1971-72		1972-73		1973-74		1974-75		1975-76	
Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated
<p>Note-  <u>AGGREGATE FIGURES</u>            Estimated Number of Graduate Degrees to be awarded were calculated by Master's            applying the following factors to the data contained in Form CUA-70-D Doctoral</p>																							
Master's		28	31	34	103	114	154	203	.24	.40	.24	.45	.28	.45	.32	.50	.32	.45	.32	.50	.32	.45	.50
Doctoral		Not Offered	31	34	103	114	154	203	.24	.40	.24	.45	.28	.45	.32	.50	.32	.45	.32	.50	.32	.45	.50

### BREAKDOWN BY DISCIPLINE AREA

## HOBBIES (Language & Literature)

	2	3	3	3	5	8	12	15
Master's								
Doctoral								
Total								
Not Offered								

## EXERCISES (History, etc.)

	Not Offered	Offered	Total
Masters's Degree	3	12	15
Bachelor's Degree	17	13	30
No Degree	17	29	46
Total	37	54	91

## SOCIAL SCIENCES (General)

	1	2	11	17	17	30	33	42	47	57	61
Master's	1	2	11	17	17	30	33	42	47	57	61
Doctoral	Not Offered					--	--	--	1	2	5

SOCIAL SCIENCES (Regional, etc.)

Master's	1	1	6	7	9	9	10
Doctoral	Not Offered	Not Offered	---	---	---	---	---

## SOCIETY OF THE FUTURE

[illegible]

## MATHEMATICAL SCIENCES

	1	1	5	6	8	9	11	13
Master's	Not Offered							
Doctoral	Not Offered							



	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
	Actual	Actual	Actual	Actual	Actual	Actual	Estimated	Estimated	Estimated	Estimated	Estimated	Estimated
<u>ENGINEERING</u>												
Master's	1	3	2	14	6	15	18	20	22	23	24	25
Doctoral	Not Offered			--	1	--	1	1	1	2	2	2
<u>LIFE SCIENCES</u>												
Master's	16	13	10	25	31	52	50	51	60	62	73	75
Doctoral	Not Offered			1	9	13	16	18	23	25	30	32
<u>HEALTH SCIENCES (including Microbiology)</u>												
Master's	5	9	10	23	16	22	30	35	45	47	59	63
Doctoral	Not Offered			3	6	10	9	9	12	13	17	19
<u>EDUCATION</u>												
Master's	--	1	1	4	7	5	6	5	7	8	9	11
Doctoral	Not Offered						--	--	--	--	--	--
<u>BUSINESS</u>												
Master's	Not Offered											
Doctoral												
<u>OTHER</u>												
Master's	1	1	1	2	9	6	11	14	18	22	27	30
Doctoral	Not Offered			1	1	1	2	2	3	4	5	6

Notes: (1) Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).





Form CUA-70-D

GRADUATE ENROLMENT DATA  
PROJECTED GRADUATE ENROLMENT (FULL-TIME AND PART-TIME) BY DISCIPLINE AREA

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
<u>AGGREGATE FIGURES</u>						
Full-time:						
- Master's (including Grad. Interns)	480	524	584	641	699	758
- Doctoral	159	176	203	229	259	294
- Total	639	700	787	870	958	1052
Part-time:						
- Master's	60	60	60	60	70	70
- Doctoral	--	--	--	--	--	--
- Total	60	60	60	60	70	70
<u>BREAKDOWN BY DISCIPLINE AREA</u>						
<u>HUMANITIES (Language &amp; Literature)</u>						
Full-time:						
- Master's	7	8	11	18	24	30
- Doctoral	--	--	--	--	--	--
- Total	7	8	11	18	24	30
Part-time:						
- Master's						
- Doctoral						
- Total						
<u>PHILOSOPHY (History, etc.)</u>						
Full-time:						
- Master's	42	42	46	52	58	64
- Doctoral	10	12	16	18	21	23
- Total	52	54	62	70	79	87
Part-time:						
- Master's	5	5	5	5	5	5
- Doctoral	--	--	--	--	--	--
- Total	5	5	5	5	5	5
<u>SOCIAL SCIENCES (General)</u>						
Full-time:						
- Master's	74	83	94	105	113	121
- Doctoral	--	2	3	4	7	17
- Total	74	85	97	109	120	138



	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
<u>SOCIAL SCIENCES (General) (continued)</u>						
Part-time:						
- Master's	5	5	5	5	5	5
- Doctoral	--	--	--	--	--	--
- Total	5	5	5	5	5	5
<u>SOCIAL SCIENCES (Regional, etc.)</u>						
Full-time:						
- Master's	16	18	20	20	20	20
- Doctoral	--	--	--	--	--	--
- Total	16	18	20	20	20	20
Part-time:						
- Master's	3	3	3	3	3	3
- Doctoral	--	--	--	--	--	--
- Total	3	3	3	3	3	3
<u>PHYSICAL SCIENCES</u>						
Full-time:						
- Master's	67	75	85	94	104	115
- Doctoral	35	41	47	54	58	64
- Total	102	116	132	149	162	179
Part-time:						
- Master's	5	5	5	5	5	5
- Doctoral	--	--	--	--	--	--
- Total	5	5	5	5	5	5
<u>MATHEMATICAL SCIENCES</u>						
Full-time:						
- Master's	12	15	18	20	22	25
- Doctoral	--	--	--	--	2	5
- Total	12	15	18	20	24	30
Part-time:						
- Master's	2	2	2	2	2	2
- Doctoral	--	--	--	--	--	--
- Total	2	2	2	2	2	2
<u>ENGINEERING</u>						
Full-time:						
- Master's	18	20	22	23	24	25
- Doctoral	4	3	4	5	6	6
- Total	22	23	26	28	30	31



		1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
<u>ENGINEERING (continued)</u>							
Part-time:	- Master's	2	2	2	2	2	2
	- Doctoral	--	--	--	--	--	--
	- Total	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
<u>LIFE SCIENCES</u>							
Full-time:	- Master's	125	128	133	138	145	150
	- Doctoral	67	76	81	88	95	101
	- Total	<u>192</u>	<u>204</u>	<u>214</u>	<u>226</u>	<u>240</u>	<u>251</u>
Part-time:	- Master's						
	- Doctoral						
	- Total						
<u>HEALTH SCIENCES (including Microbiology)</u>							
Full-time:	- Master's	75	88	99	105	117	126
	- Doctoral	36	34	41	46	54	60
	- Total	<u>111</u>	<u>122</u>	<u>140</u>	<u>151</u>	<u>171</u>	<u>186</u>
Part-time:	- Master's	14	14	14	14	14	14
	- Doctoral	--	--	--	--	--	--
	- Total	<u>14</u>	<u>14</u>	<u>14</u>	<u>14</u>	<u>14</u>	<u>14</u>
<u>EDUCATION</u>							
Full-time:	- Master's	16	12	15	18	18	21
	- Doctoral	--	--	--	--	--	--
	- Total	<u>16</u>	<u>12</u>	<u>15</u>	<u>18</u>	<u>18</u>	<u>21</u>
Part-time:	- Master's	20	20	20	20	30	30
	- Doctoral	--	--	--	--	--	--
	- Total	<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>	<u>30</u>	<u>30</u>
<u>BUSINESS</u>							
Full-time:	- Master's						
	- Doctoral						
	- Total						



	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
<b>BUSINESS (continued)</b>						
Part-time:						
- Master's	28	35	41	48	54	61
- Doctoral	7	8	11	14	16	18
- Total	35	43	52	62	70	79
<b>OTHER</b>						
Full-time:						
- Master's						
- Doctoral						
- Total						
Part-time:						
- Master's	4	4	4	4	4	4
- Doctoral	--	--	--	--	--	--
- Total	4	4	4	4	4	4

Notes: 1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).

2. Enrolment basis: Student numbers enrolled: "as at" December 1st of each year.

3. Enrolment reported for 1970-71 to be latest estimates available of 1970-71 actuals.

4. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).

Finance Branch

6/10/70





GRADUATE ENROLLMENT DATA  
 SURVEY OF ANNUAL FINANCIAL RESOURCES FOR THE  
 SUPPORT OF FULL-TIME GRADUATE STUDENTS, 1969-70 ACTUAL

Instructions: Indicate the number of students receiving any support.  
 (double-counting is anticipated).

Discipline Area	Scholarships and Bursaries		Research Grants		Remuneration		P.O.S.A.P.	Not Supported under Any of Categories 1-7
	P.O.G.	Other	Federal Agencies	Other	Teaching Assistantships	Other University		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
<u>AGGREGATE FIGURES</u>								
Full-time:	98	37	105	78	216		36	56
- Master's	25	19	58	50	60		1	8
- Doctoral	123	56	163	128	276		37	64
- Total								
<u>BREAKDOWN BY DISCIPLINE AREA</u>								
<u>PHILOSOPHY (Language &amp; Literature)</u>								
Full-time:	2				2		1	2
- Master's								
- Doctoral								
- Total	2				2		1	2
<u>PHILOSOPHY (History, etc.)</u>								
Full-time:	18				33		9	6
- Master's	6	1			7		1	
- Doctoral	24	1			40		10	6
- Total								
<u>SOCIAL SCIENCES (General)</u>								
Full-time:	18	3		11	43		14	10
- Master's								
- Doctoral	18	3		11	43		14	10
- Total								



Discipline Area	Scholarships and Bursaries		Research Grants		Remuneration		P.O.S.A.P	Not Supported under Any of Categories 1-7
	P.O.G	Other	Federal Agencies	Other	Teaching Assistantships	Other University		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
SOCIAL SCIENCES (Regional, etc.)								
Full-time:	9	2			9		1	2
- Master's								
- Doctoral								
- Total	9	2			9		1	2
PHYSICAL SCIENCES								
Full-time:	15	2	21	2	34		2	5
- Master's								
- Doctoral	4	3	21	10	11			2
- Total	19	5	42	12	45		2	7
MATHEMATICAL SCIENCES								
Full-time:	1		1		7			1
- Master's								
- Doctoral								
- Total	1		1		7			1
ENGINEERING								
Full-time:	2		14	3	7		1	2
- Master's								
- Doctoral				1	1			
- Total	2		14	4	8		1	2
LIFE SCIENCES								
Full-time:	27	20	37	38	49		8	13
- Master's								
- Doctoral	14	9	22	25	28			3
- Total	41	29	59	63	77		8	16
HEALTH SCIENCES								
Full-time:	2	9	19	12	17			11
- Master's								
- Doctoral	1	5	12	11	9			3
- Total	3	14	31	23	26			14

(7)

(8)



# APPENDIX 1 - Page 17

Page 1 (c)  
P.O.S.A.P.

Scholarships and  
Bursaries

Research Grants

Remuneration

Not Supported  
under Any of  
Categories 1-7

(7)  
(8)

Teaching  
Assistantships  
(5)  
Other  
University  
(6)

Federal  
Agencies  
(3)  
Other  
(4)

P.O.G.  
(1)  
Other  
(2)

- Master's  
- Doctoral  
- Total

6  
6

4  
4

## BUSINESS

- Master's  
- Doctoral  
- Total

6  
6

4  
4

## OTHER

- Master's  
- Doctoral  
- Total

9  
4  
13

13  
3  
16

4  
1  
4  
1  
2

12  
3  
15

Notes: 1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).

2. Enrolment basis: Student numbers enrolled: "as at" December 1st of each year.

3. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).

4. Support levels should be reported on an annual basis, i.e. in relation to an entire academic year of the programme for which a student is registered.



GRADUATE ENROLLMENT DATA  
SURVEY OF ANNUAL FINANCIAL RESOURCES FOR THE  
SUPPORT OF FULL-TIME GRADUATE STUDENTS 1969-70 ACTUAL

RESIDENCE AREA			NUMBER OF STUDENTS BY LEVEL OF SUPPORT								TOTAL
			NONE	\$1-500	\$501-1,000	\$1,001-2,000	\$2,001-3,000	\$3,001-4,000	\$4,001-5,000	\$5,001+	
AGGREGATE FIGURES											
Full-time:	- Master's	406	56	7	15	46	121	120	39	2	406
	- Doctoral	136	8	4	5	15	20	44	30	10	136
	- Total	542	64	11	20	61	141	164	69	12	542
HUMANITIES (Language & Literature)											
Full-time:	- Master's		2					1		1	4
	- Doctoral										
	- Total		2					1		1	4
SOCIAL SCIENCES (History, etc.)											
Full-time:	- Master's		6	1	4	8	12	8	1		40
	- Doctoral					1	2	4	1		8
	- Total		6	1	4	9	14	12	2		48
SOCIAL SCIENCES (General)											
Full-time:	- Master's		10	1		7	19	17	5		59
	- Doctoral										
	- Total		10	1		7	19	17	4		59
SOCIAL SCIENCES (Regional, etc.)											
Full-time:	- Master's		2			1	3	5	2	1	14
	- Doctoral										
	- Total		2			1	3	5	2	1	14





## NUMBER OF STUDENTS BY LEVEL OF SUPPORT

Page 2 (b)

DISCIPLINE AREA		Page 2 (b)							
		NONE	\$1-500	\$501-1,000	\$1,001-2,000	\$2,001-3,000	\$3,001-4,000	\$4,001-5,000	\$5,001-
<u>PHYSICAL SCIENCES</u>									
Full-time:	- Master's	5		1	11	16	14	5	52
	- Doctoral	2	1		6	8	8	6	31
	- Total	7	1	1	17	24	22	11	83
<u>MATHEMATICAL SCIENCES</u>									
Full-time:	- Master's	1		1		5	1	1	9
	- Doctoral								
	- Total	1		1		5	1	1	9
<u>ENGINEERING</u>									
Full-time:	- Master's	2	1	1	1	9	4	1	19
	- Doctoral					1	1		2
	- Total	2	1	1	1	10	5	1	21
<u>LIFE SCIENCES</u>									
Full-time:	- Master's	13	4	3	10	37	40	16	123
	- Doctoral	3	2	3	6	7	19	13	58
	- Total	16	6	6	16	44	59	29	181
<u>HEALTH SCIENCES</u>									
Full-time:	- Master's	11		4	4	10	16	7	52
	- Doctoral	3	1	2	2	2	10	8	32
	- Total	14	1	6	6	12	26	15	84
<u>EDUCATION</u>									
Full-time:	- Master's	4				1	5		10
	- Doctoral								
	- Total	4				1	5		10
<u>BUSINESS</u>									
Full-time:	- Master's								
	- Doctoral								
	- Total								



APPENDIX 1 - Page 20										Page 2 (c)
NUMBER OF STUDENTS BY LEVEL OF SUPPORT										
	NONE	\$1-500	\$501-1,000	\$1,001-2,000	\$2,001-3,000	\$3,001-4,000	\$4,001-5,000	\$5,001+	TOTAL	
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DISCIPLINE AREA

LEVEL

Full-time:  
 - Master's  
 - Doctoral  
 - Total

			1	4	9	9	1	24
			1	4	9	11	2	5
							3	29

- Notes: 1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).
2. Enrolment basis: Student numbers enrolled: "as at" December 1st of each year.
3. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).
4. Support levels should be reported on an annual basis, i.e. in relation to an entire academic year of the programme for which a student is registered.
5. Total students reported should be identical with those reported on Form CUA-70-A.

Finance Branch

6/10/76



HEALTH SCIENCES PROGRAMS  
LONG-TERM ENROLMENT DATA  
TO 1975-76

Form CUA-70-F

APPENDIX 1 - Page 21

Health Sciences Program Reported Veterinary Medicine

Instructions:

1. Programs of study in the Health Sciences, are listed below:

	<u>Undergraduate</u>	<u>Graduate</u>
Dentistry	*	*
Hygiene and Public Health	*	*
Medicine	*	*
Physio and Occupational Therapy	*	*
Dental Hygiene.	*	
Dip. Public Health Nursing	*	
Medical Interns	*	
Medical Residents	*	
Nursing	*	*
Pharmacy	*	*
Hospital Administration		*
Optometry	*	

2. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular D.U.A. Enrolment Reports (Forms UA3). Note particularly, however, the precise requirement under item (i) which is for registration in the 1st University year subsequent to Grade 13 into undergraduate degree programs only.

<u>1970-71</u> (Estimate)		<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>
n/a	(i) Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)	Not Applicable				
293	(ii) Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)	296	316	347	378	408
81	(iii) Total Graduate (including Graduate (Fall-Term) Interns)	94	110	121	136	151
374	(iv) Total Full-Time Enrolment (ii plus iii)	390	426	468	514	559
4	(v) F.T.E. of Part-Time Enrolment using Formula Conversion Factors (including "Summer School" Graduate Students)	4	4	4	4	4
378	(vi) F.T.E. Enrolment (iv plus v)	394	430	472	518	563
1870	(vii) Total Basic Income Units * Under Formula (i.e. Total Weighted Enrolment)	1941	2122	2332	2560	2786

\* Assuming B.I.U. weighting for Graduate Interns of 1 2/3 B.I.U. per semester

Explanatory Comments outlining variations in above enrolment data as compared with similar forecasts submitted Fall, 1969 (Please deal with both the quantitative parameters of these variations and the reasons for them):

Comparable data not submitted in 1969 brief to C.U.A.



INSTITUTION: University of Guelph

☐ Program: Veterinary Medicine

☐ Not assignable to a program

Assumed basic income unit value  
Full-time equivalent students  
Basic income units

REVENUE

1. Basic operating income (Operating Grants Formula)
2. Support received from O.H.S.C.
3. Other Provincial operating grants
4. Assisted/sponsored research funds
5. Trust and endowment funds
6. Fees for physicians' services
7. All other revenue (itemize by category)

Total Revenue

EXPENDITURE

- A. Financed from university's operating income:
- i Direct faculty operating expenditures -
    - (a) Academic salaries
    - (b) Other objects of expenditure
  - ii Library and computing centre expenditures
  - iii General university overhead
- Total
- B. Financed from funds other than university's operating income:
- i Direct faculty operating expenditures -
    - (a) Academic salaries
    - (b) Other objects of expenditure
  - ii Assisted/sponsored research
  - iii Other applications of special funds (itemize)
- Total

Total Expenditure

FINANCING OF HEALTH SCIENCES PROGRAMS

- ☐ Teaching service re students not enrolled in Health Sciences programs (net)
- ☒ Consolidation of Health Sciences revenues and expenditures

	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
	\$1,550	\$1,650	\$1,730	\$1,730	\$1,730	\$1,730	\$1,730

2,342,050	3,026,925	(1)	These fees are received for Hospital & Clinical Services. Veterinarians are employed and paid as regular teaching faculty. Fees received by the College are used to supplement the basic operating income for the overall operation of the College.				
-	-						
1,382,634	1,897,634						
12,500	12,500						
142,057	150,000	(1)					
-	25,000	(2)					
4,372,241	5,112,109						

		(2)	Special diagnostic and consulting fees, formerly within the ODAF contract.				
		(3)	Computer cost allocated on estimated services to O.V.C. in 1970-71 is \$6000 rather than \$168,100 as allocated here per your instructions.				
1,002,329	1,290,865						
1,230,460	1,374,792						
441,533	484,095	(3)					
1,026,601	1,189,027	(4)					
3,700,925	4,338,779						

		(4)	These costs were allocated in accordance with your instructions, which again distorts the expenditures of the College.				
1,032,634	1,897,684						
12,500	12,500						
1,035,134	1,910,184						

5,504,062	6,248,963						
-----------	-----------	--	--	--	--	--	--





**SUMMARY OF CLASS SIZE SURVEY DATA FOR FALL Undergraduate Courses  
1969 REPORTED TO THE COMMITTEE OF PRESIDENTS  
Years 1 to 6**

UNIVERSITY of Guelph

SECTION SIZE	0-3			4-10			11-20			21-40			41-80			81-160			161-300			301+			TOTAL STUDENT CONTACT HOURS PER WEEK	TOTAL P.T.E. ENROLLMENT FALL TERM (5)	TOTAL CONTACT HOURS/WEK PER STUDENT
	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU			
SECTION DIS- TYPE CIPLINE AREA	19			45			48			108			27			2			--			--			23	17	14840
	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU			
PURE HUMANITIES		5			17			30					23														
APPLIED HUMANITIES																											
PURE SOCIAL SCIENCES	9			26		41			24			35			16												
APPLIED SOCIAL SCIENCES	1			11		8			18			5			8												
PURE BIOLOGICAL SCIENCES	3			7		11			8			12			6												
APPLIED BIOLOGICAL SCIENCES	1			11		15			13			21			6												
PURE PHYSICAL SCIENCES	4			11		18			14			12			14												
APPLIED PHYSICAL SCIENCES	--			12		11			9			1			--												
TOTAL	37			123		152			194			113			52												
	32			102		270			272			42			--												
	--			--		46			54			67			7												

## NOTES AND INSTRUCTIONS:

- (1) Data will agree with and be based upon CPUD survey requirements as set out in Memorandum dated 14th July, 1970 - re Analysis of section size information.
- (2) This form is to be completed twice, once for years 1-6 undergraduate, and once for year 7-graduate.
- (3) Le - Lecture; La - Laboratory; Tu - Tutorials and Seminars.
- (4) Average Section Size = Total of Course Enrolments ÷ Total Number of Sections.
- (5) As per Forms UA3 Submitted December 1969, distributed according to D.B.S. Discipline Groupings used in the Survey.

## IMPORTANT

The class size spectrum used here anticipates prematurely the spectrum which only the basic data itself will indicate as most appropriate. For this and other reasons this summary is very much secondary to the provision of the data itself.

- (6) It should be noted when studying the figures displayed in Appendix 2, pages 1 to 4, that the figures for class size include reading courses and thesis courses that are undertaken by the faculty as a service to students in addition to their normal teaching load. Because such courses are offered to small numbers of students the number of sections in the 0-3 and 4-10 groupings is thereby inflated.





1 YEARS 1-6 Undergraduate  
2 Year 7 Graduate

SUMMARY OF CLASS SIZE SURVEY DATA FOR FALL  
1969 REPORTED TO THE COMMITTEE OF PRESIDENTS  
FREQUENCY DISTRIBUTION OF CLASS SECTIONS

Undergraduate Courses  
Year 1 (excluding Vet. Medicine)

FORM CUA-70-H  
UNIVERSITY of Guelph

SECTION SIZE	0-3			4-10			11-20			21-40			41-80			81-160			161-300			301+			TOTAL STUDENT CONTACT HOURS PER WEEK	TOTAL P.T.E. ENROLLMENT FALL TERM (5)	TOTAL CONTACT HOURS/PER STUDENT
	DIS- CIPLINE	TYPE	AREA	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	AVERAGE SECTION SIZE (4)	LE	LA			
PURE HUMANITIES				2			8			18			55			21			2				31				
					2			22		16			2											19			
APPLIED HUMANITIES																											
PURE SOCIAL SCIENCES																8			16				115				
										12		39		23										44			18
APPLIED SOCIAL SCIENCES													3					2				68					
										6		10		1										27		22	
PURE BIOLOGICAL SCIENCES																		4				153					
										50														18		10	
APPLIED BIOLOGICAL SCIENCES																		1				203					
										1														34			
PURE PHYSICAL SCIENCES																3			8			165					
										110				2										25			
APPLIED PHYSICAL SCIENCES																						14					
																								11		6	
TOTAL				2			8			20			58			32			33			3	70				
					2		11		31		195		28											25		15	
																									41941	1971	21

## NOTES AND INSTRUCTIONS:

- (1) Data will agree with and be based upon CPUO survey requirements as set out in Memorandum dated 14th July, 1970 - re Analysis of section size information.
- (2) This form is to be completed twice, once for years 1-6 undergraduate, and once for year 7-graduate.
- (3) Le - Lecture; La - Laboratory; Tu - Tutorials and Seminars.
- (4) Average Section Size = Total of Course Enrolments ÷ Total Number of Sections.
- (5) As per Forms UA3 Submitted December 1969, distributed according to D.B.S. Discipline Groupings used in the Survey.

**IMPORTANT**  
The class size spectrum used here anticipates prematurely the spectrum which only the basic data itself will indicate as most appropriate. For this and other reasons this summary is very much secondary to the provision of the data itself to the





SUMMARY OF CLASS SIZE SURVEY DATA FOR FALL 1969 REPORTED TO THE COMMITTEE OF PRESIDENTS  
FREQUENCY DISTRIBUTION OF CLASS SECTIONS

YEARS 1-6 Undergraduate  
Year 7 Graduate

SECTION SIZE		0-3			4-10			11-20			21-40			41-80			81-160			161-300			301+			TOTAL STUDENT CONTACT HOURS PER WEEK			TOTAL P.T.E. ENROLMENT FALL TERM (5)			TOTAL CONTACT HOURS/WEER PER STUDENT		
		LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU												
SECTION DIS- TYPE CIPLINE AREA		17		37	30	53	6																	16										
			3	12	8	7																		13										
PURE HUMANITIES																																		
APPLIED HUMANITIES																																		
PURE SOCIAL SCIENCES		9		26	41	24	28	15	12	5	6																							
APPLIED SOCIAL SCIENCES		1	1	11	8	15	28	12	12	1	2																							
PURE BIOLOGICAL SCIENCES		3	2	7	11	8	12	11	11	2	2																							
APPLIED BIOLOGICAL SCIENCES		1	19	11	15	13	21	13	6	5	4																							
PURE PHYSICAL SCIENCES		4	4	11	18	14	9	14	39	6	1																							
APPLIED PHYSICAL SCIENCES		--	1	12	9	9	1	9	2	1	--																							
TOTAL		35	30	115	132	136	82	77	77	18	7												30											

UNIVERSITY of Guelph

years 2-0

FREQUENCY DISTRIBUTION OF PRESENTATIONS

FREQUENCY DISTRIBUTION OF CLASS SECTIONS

63587

3927

20

NOTES AND INSTRUCTIONS:

- (1) Data will agree with and be based upon CPUO survey requirements as set out in Memorandum dated 14th July, 1970 - re Analysis of section size information.
- (2) This form is to be completed twice, once for years 1-6 undergraduate, and once for year 7-graduate.
- (3) Le - Lecture; La - Laboratory; Tu - Tutorials and Seminars.
- (4) Average Section Size = Total of Course Enrolments ÷ Total Number of Sections.
- (5) As per Forms UA3 Submitted December 1969, distributed according to D.B.S. Discipline Groupings used in the Survey.

The class size spectrum used here anticipates prematurely the spectrum which only the basic data itself will indicate

as most appropriate. For this and other reasons this summary is very much secondary to the provision of the data itself to CPUO



## SUMMARY OF CLASS SIZE SURVEY DATA FOR Fall Graduate Courses

1969 REPORTED TO THE COMMITTEE OF PRESIDENTS

FREQUENCY DISTRIBUTION OF CLASS SECTIONS

☐ YEARS 1-6 Undergraduate

☒ Year 7 Graduate

UNIVERSITY of Guelph

FREQUENCY DISTRIBUTION OF CLASS SECTIONS																								AVERAGE SECTION SIZE (4)	TOTAL STUDENT CONTACT HOURS PER WEEK	TOTAL F.T.E. ENROLMENT FALL TERM (5)	TOTAL CONTACT HOURS/WEEK PER STUDENT			
SECTION SIZE	0-3	4-10	11-20	21-40	41-80	81-160	161-300	301+	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	
SECTION DIS- TYPE CIPLINE AREA	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU
PURE HUMANITIES	7		3																											
APPLIED HUMANITIES																														
PURE SOCIAL SCIENCES	21		8			4																								
APPLIED SOCIAL SCIENCES	4		9			5																								
PURE BIOLOGICAL SCIENCES	6		7			1																								
APPLIED BIOLOGICAL SCIENCES	21		19			7																								
PURE PHYSICAL SCIENCES	17		9																											
APPLIED PHYSICAL SCIENCES	4		3																											
TOTAL	80		58			17																								

## NOTES AND INSTRUCTIONS:

(1) Data will agree with and be based upon CPUO survey requirements as set out in Memorandum dated 14th July, 1970 - re Analysis of section size information.

(2) This form is to be completed twice, once for years 1-6 undergraduate, and once for year 7-graduate.

(3) Le - Lecture; La - Laboratory; Tu - Tutorials and Seminars.

(4) Average Section Size = Total of Course Enrolments ÷ Total Number of Sections.

(5) As per Forms UA3 Submitted December 1969, distributed according to D.B.S. Discipline Groupings used in the Survey.

IMPORTANT The class size spectrum used here anticipates prematurely the spectrum which only the basic data itself will indicate as most appropriate. For this and other reasons this summary is very much secondary to the provision of the data itself to CPUO





STATEMENT OF THE FINANCING OF OPERATIONS - Page 1

	1969-70 Actual (\$000's)	1970-71 Official Budget (7) (\$000's)	1971-72 Projected (6) (\$000's)
All gross expenditures of the University other than on Capital Account:	<u>39,229</u>	<u>44,918</u>	
<u>LESS:</u> (a) Assisted/Sponsored Research	<u>12,386</u>	<u>12,930</u>	
(b) Principal and interest payments on capital indebtedness	<u>3,061</u>	<u>3,553</u>	
(c) Student aid	<u>74</u>	<u>75</u>	
(d) Ancillary enterprises (as per Form J)	<u>3,720</u>	<u>4,262</u>	
(e) Costs of programs in education, if any (Note 1)			
Total exclusions	<u>19,241</u>	<u>20,820</u>	
Remainder - representing operating expenditures eligible for formula and other operating grant support (analysed on page 2)	<u>19,988</u>	<u>24,098</u>	

Sources of Financial Support for Above:

(a) Basic operating income (weighted enrolment * x unit value)	<u>19,219</u>	<u>22,639</u>	
(b) Other operating grants	<u>400</u>	<u>300</u>	
(c) Balance	<u>369</u>	<u>1,159</u>	
Total (equal to Remainder above)	<u>19,988</u>	<u>24,098</u>	

Note 1: For 1969-70 and 1970-71 deduct amounts representing total allowable operating expenditures taken into account in arriving at grants for teacher education programs. For 1971-72 deduct amount representing 5% escalation in the budget on a per student basis.

\* For 1970-71, official budget figure of weighted enrolment.

(6) The completion of this column is optional.

(7) That Budget which has been adopted by the Board of Governors.



## STATEMENT OF THE FINANCING OF OPERATIONS - Page 2

Form CUA-70-I

	1969-70 Actual	1970-71 Official Budget			
1. Enrolment of the university weighted in accordance with the Operating Grants Formula (1)					
(i) Projected (official)					
(ii) Used in official budget of the university		13720.6			
(iii) Latest estimate					
(iv) Actual	12332.2				
	Total Amount (\$000's)	Per unit of weight- ed Enrol- ment	Total Amount (\$000's)	Per unit of weight- ed Enrol- ment (2)	Changes in Percentage Distri- bution of Operating Expenditures (8)
2. Total operating expenditures, as per Page 1(5)	19,988	1,621	24,098	1,756	( ) denotes decrease
Less: (i) All academic salaries (3) (full-time, part-time graduate assistantships and other classroom instructional salaries)	7,818	634	9,601	700	.7
(ii) Fringe Benefits related to above	427	35	616	45	.4
Balance, All other operating expenditures	11,743	952	13,881	1,011	(1.1)
Breakdown of all other Operating expenditures:					
1. All furniture and equipment	775	63	684	50	(1.0)
2. Library: (9)					
-Library Acquisitions	549	45	576	42	(.3)
-Salaries and wages of library staff	776	63	858	62	(.3)
-Fringe benefits related to above	44	3	56	4	-
3. Plant maintenance (4)					
-Salaries and wages	1,790	145	2,303	168	.5
-Fringe benefits related to above	105	8	142	10	.1
-Other	1,465	119	1,806	132	.2
4. Remainder:					
-Salaries and wages	3,761	305	4,546	331	.1
-Fringe benefits related to above	190	15	273	20	.1
-Other objects of expenditure	2,288	186	2,637	192	(.5)
TOTAL (as above)	11,743	952	13,881	1,011	(1.1)

- NOTES: (1) This, of course, may be greater than the eligible number of basic income units.  
 (2) Basis of calculation: weighted enrolment used in official budget of the university.  
 (3) To include all academic administrative appointments.  
 (4) To include all expenses (except furniture and equipment) included under definitions 18 and 22(a) of "Instructions, Definitions and Notes Relating to the Completion of the DBS-CAUBO Report on Financial Statistics of Universities and Colleges for 1969".  
 (5) By way of supplementary comment, please disclose the University's policies with respect to the use it may make of "reserves" or "appropriations". The effect of such policies, and their measurable dollar impact should also be disclosed, in sufficient detail to permit a full understanding of the University's procedures towards arriving at annual operating expenditures.



- (8) This column has been included to show the committee the trend in the distribution of operating expenditures.
- (9) As the form does not permit the disclosure of the full costs of operating the Library it is considered significant to note that there are additional Library costs included in the section "Remainder". A large part of such costs are related to computer services which in 1969-70 were \$133,000 and in 1970-71 are budgeted for \$177,000. Since the library services at Guelph are highly automated there is a direct relationship between computing costs and other direct costs such as salaries and wages.



Response to Footnote 5 of Form CUA-70-I

A. Policies followed in the use of "reserves" or "appropriations" by the University of Guelph.

1. The University at each year end establishes reserves to cover expenditures that were committed against the current year's income.

e.g. (a) At June 30, 1970, salary increases for a large segment of support staff, to be retroactive to the contract date of May 1, were not yet known since these are still under arbitration. A sum has been appropriated out of 1969/70 funds to meet this expense.

(b) Other expenses for major renovations and equipment, which were expected to be met out of 1969/70, but which were delayed for reasons that were outside of the control of the university, will be covered by appropriations of 1969/70 funds.

2. The University, for budget purposes, projects the year-end position after the ninth month. If, at this time, it appears that some funds will not be expended they may be used to assist in funding the following year's expense budget.

3. Apart from the foregoing the University carries a continuing reserve to protect against the possibility of a deficit due to enrolment falling short of that projected.

B. The effect of the above policies on the attached statements.

The amount shown in item (c) under "Sources of Financial Support for Above" includes \$629,000 of 1969-70 funds appropriated and carried forward to 1970-71. This amount is composed of the following:

1. Transfer of unspent allowance for retroactive salary increases	\$ 82,000
2. Recovery of expenditures on major renovations received late in 1969-70.	247,000
3. Anticipated under-expenditure from 1969-70 Operating Budget.	<u>300,000</u>
	<u>\$629,000</u>





## ANCILLARY OPERATIONS (1)

1969-70 Actual

Form CUA 79-12

Total for All Ancillary Enterprises:

RESIDENCE NMGT.	FOOD SERVICES	ATHLETICS	HEALTH UNIT	1969-70 Actual	1969-70 Actual	1970-71 Budget	1971-72 Projected
-	-	113,622	7,044		120,666	157,000	
1,628,140	1,909,700	10,011	-		3,547,851	3,942,000	
-	-	76,234	43,551		119,785	163,000	
1,628,140	1,909,700	189,867	50,595		3,788,302	4,262,000	
1,628,140	1,841,404	199,867	50,595		3,720,066	4,262,000	
-	68,296	-	-		68,296	-	
-	68,296	-	-		68,296	-	
-	(68,296)(2)	-	-		(68,296)	-	
-	-	-	-		-	-	

## RECEIPTS OF ANCILLARY ENTERPRISE

## REVENUE FROM DIRECT REVENUE

1. Fee or membership revenue.
2. Direct charges for goods or services.
3. Other.

## TOTAL DIRECT REVENUE

## TOTAL COSTS

1. Costs directly attributable to the enterprise.
2. Costs shared with other ancillary enterprise(s).

## TOTAL DIRECT COSTS

## EXCESS (SHORTFALL) OF DIRECT REVENUE OVER DIRECT COSTS

## INDIRECT (Overhead or Joint) Costs

- as ordinarily budgeted but excluding transfers as dealt with below:

## TOTALS (shortfall)

## EFFECT OF TRANSFERS "(To)" and

## "From" Appropriations" and

## Reserves

## PERMITTED OR BUDGETED EXCESS OR

## DEFICIENCY ON ANCILLARY ENTER-

## PRISE

(1) These enterprises that are not directly related to the educational functions of the university, but are undertaken or operated to provide services to faculty and students. For purposes of illustration, operations which may be recognized as ancillary enterprises are student residences, student unions, parking facilities, alumni services, dining halls, book stores, university presses, intercollegiate and intramural athletics, health services, except portion provided as part of counselling or advisory services) etc.

(2) Transferred to reserves to provide funds for renovation and replacement of furniture and equipment.

Finance Branch



FULL-TIME FACULTY APPOINTMENTS DURING PERIOD SEPTEMBER 15th, 1969 TO SEPTEMBER 15th, 1970

II - Page 10

This return is requested in order to update the Citizenship Analysis of University Faculty carried out by the C.P.U.O in early 1970. Please note that discipline areas (and programs included within such areas) remain those of the Dominion Bureau of Statistics.

TOTAL	DISCIPLINE AREA	CANADA				UNITED STATES		UNITED KINGDOM		OTHER COMMONWEALTH		OTHER

AGGREGATE FIGURES

- Country of Residence in Year Previous to Appointment
- Citizenship Status at date of Appointment
- Citizenship Status at birth
- Country of 1st Degree
- Country of last Degree

BREAKDOWN BY DISCIPLINE AREAFACULTY ADMINISTRATION

- Country of Residence in Year Previous to Appointment
- Citizenship Status at date of Appointment
- Citizenship Status at birth
- Country of 1st Degree
- Country of last Degree

HUMANITIES

- Pure
  - Country of Residence in Year Previous to Appointment
  - Citizenship Status at date of Appointment
  - Citizenship Status at birth
  - Country of 1st Degree
  - Country of last Degree

- Applied
  - Country of Residence in Year Previous to Appointment
  - Citizenship Status at date of Appointment
  - Citizenship Status at birth
  - Country of 1st Degree
  - Country of last Degree

SOCIAL SCIENCE

- Pure
  - Country of Residence in Year Previous to Appointment
  - Citizenship Status at date of Appointment
  - Citizenship Status at birth
  - Country of 1st Degree
  - Country of last Degree

52	23	19	3	-	5
57	19	22	1	-	3
44	19	25	1	-	13
46	24	19	4	-	9
35	35	21	5	-	6



DISCIPLINE AREA	CANADA	UNITED STATES	UNITED KINGDOM	OTHER COMMON-WEALTH	FRANCE	OTHER
-----------------	--------	---------------	----------------	---------------------	--------	-------

SOCIAL SCIENCE (continued)

- Applied - Country of Residence in Year Previous to Appointment  
 - Citizenship Status at date of Appointment  
 - Citizenship Status at birth  
 - Country of 1st Degree  
 - Country of last Degree

BIOLOGICAL SCIENCE

- Pure - Country of Residence in Year Previous to Appointment  
 - Citizenship Status at date of Appointment  
 - Citizenship Status at birth  
 - Country of 1st Degree  
 - Country of last Degree

- Applied - Country of Residence in Year Previous to Appointment  
 - Citizenship Status at date of Appointment  
 - Citizenship Status at birth  
 - Country of 1st Degree  
 - Country of last Degree

PHYSICAL SCIENCE

- Pure - Country of Residence in Year Previous to Appointment  
 - Citizenship Status at date of Appointment  
 - Citizenship Status at birth  
 - Country of 1st Degree  
 - Country of last Degree

- Applied - Country of Residence in Year Previous to Appointment  
 - Citizenship Status at date of Appointment  
 - Citizenship Status at birth  
 - Country of 1st Degree  
 - Country of last Degree

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## LONG-TERM ENROLMENT DATA

Form CUA-70-L

TO 1975-76

APPENDIX 3 - Page 1

Fall Term Enrolment (incl. Health Sciences) - as of June 30, 1970.

Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular D.U.A. Enrolment Reports (Forms UA3). Note particularly, however, the precise requirement under item (i) which is for registration in the 1st University year subsequent to Grade 13 into undergraduate degree Programs only.
2. For the University of Guelph and The University of Waterloo, separate reports are requested representing "Fall Term, on campus", Fall Term "on and off" campus (Waterloo), and Equivalent Full-Time (Adjustment for Co-operative and Trimester Systems) bases for enrolment.
3. For constituent Universities with Federated or Affiliated Institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore be stated in terms of F.T.E. for teaching services performed (Toronto, Waterloo, Western and Laurentian).
4. Enrolments in university programmes in education should be excluded from total University figures provided but should be reported on a separate Form CUA-70-L.

1970-71 (Estimate)		1971-72	1972-73	1973-74	1974-75	1975-76
1455	(i) Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)	1630	1810	1925	2050	2195
5901	(ii) Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)	6496	7052	7599	8185	8727
639	(iii) Total Graduate (Fall-Term) incl. Grad. Interns	700	787	870	958	1052
6540	(iv) Total Full-Time Enrolment (ii plus iii)	7196	7839	8469	9143	9779
125	(v) F.T.E. of Part-Time Enrolment using Formula Conversion Factors (including "Summer School" Graduate Students)	151	178	205	234	261
6665	(vi) F.T.E. Enrolment (iv plus v)	7347	8017	8674	9377	10040
5683	(vii) Total Basic Income Units Under Formula (i.e. Total Weighted Enrolment)	6314	6920	7511	8154	8755

Assumes weighting of 2½ for Grad. Interns

Explanatory Comments outlining variations in above enrolment data as compared with similar forecasts submitted Fall, 1969 (Please deal with both the quantitative parameters of these variations and the reasons for them):

- (i) Increase of 50 freshmen students from 1971-72 onward in Family and Consumer Studies program.
- (ii) Small increase from 1970 to 1972 because Fall 1969 freshmen enrolment larger than anticipated. Increase of 50 students in 1971-72 as explained in (i) above rising to 175 students in 1974-75.
- (iii) Graduate enrolment projections have been decreased.
- (iv) Part-time undergraduate enrolment increased on basis of trend over past five years.





TO 1975-76

APPENDIX 3 - Page 2

Equivalent Full-time Enrolment (incl. Health Sciences) - as of June 30, 1970  
=====Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular D.U.A. Enrolment Reports (Forms UA3). Note particularly, however, the precise requirement under item (i) which is for registration in the 1st University year subsequent to Grade 13 into undergraduate degree Programs only.
2. For the University of Guelph and The University of Waterloo, separate reports are requested representing "Fall Term, on campus", Fall Term "on and off" campus (Waterloo), and Equivalent Full-Time (Adjustment for Co-operative and Trimester Systems) bases for enrolment.
3. For constituent Universities with Federated or Affiliated Institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore be stated in terms of F.T.E. for teaching services performed (Toronto, Waterloo, Western and Laurentian).
4. Enrolments in university programmes in education should be excluded from total University figures provided but should be reported on a separate Form CUA-70-L.

1970-71 (Estimate)		1971-72	1972-73	1973-74	1974-75	1975-76
	(i) Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)					
2160		2410	2640	2805	2980	3175
	(ii) Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)					
6898		7529	8185	8825	9487	10099
	(iii) Total Graduate (Fall-Term)					
639		700	787	870	958	1052
	(iv) Total Full-Time Enrolment (ii plus iii)					
7537		8229	8972	9695	10445	11151
	(v) F.T.E. of Part-Time Enrolment using Formula Conversion Factors (including "Summer School" Graduate Students)					
178		218	258	298	341	381
	(vi) F.T.E. Enrolment (iv plus v)					
7715		8447	9230	9993	10786	11532
	(vii) Total Basic Income Units Under Formula (i.e. Total Weighted Enrolment)					
13721		15044	16526	17945	19483	20923
	Assumes weighting of 2½ for Grad. Interns					

Explanatory Comments outlining variations in above enrolment data as compared with similar forecasts submitted Fall, 1969 (Please deal with both the quantitative parameters of these variations and the reasons for them):

- (i) Increase of 50 freshmen students from 1971-72 onward in Family and Consumer Studies program.
- (ii) Small increase from 1970 to 1972 because Fall 1969 freshmen enrolment larger than anticipated. Increase of 50 students in 1971-72 as explained in (i) above rising to 175 students in 1974-75.
- (iii) Graduate enrolment projections have been decreased.
- (iv) Part-time undergraduate enrolment increased on basis of trend over past five years.



PROBABLE CUMULATIVE 5 YEAR CASH FLOW FOR FORMULA CAPITAL PROJECTS WITH FINAL APPROVALS

GUELPH

University  
(excl. O.V.C.)

(SUBSEQUENT TO APRIL 1 - 1969 AND BY MARCH 31 - 1971)

Project No.	Project Name	In \$ 000's		Cash Flow of Financial Assistance in \$ 000's							REMARKS
		Approved Total Expenditure	Total Financial Assistance	1969 - 70	1970 - 71	1971 - 72	1972 - 73	1973 - 74	1974 - 75		
G.U. 32	Physical Sciences Additional Offices	270	270	257	-	-	-	-	-	) Equivalent N.A.S.F. ) are already included ) in Allocation ) Inventory listing of ) April 17, 1970  Will add 8,715 N.A.S.F. to Inventory	
G.U. 36	Housing 'B' Dining Halls	1,560	1,482	1,482	-	-	-	-	-		
G.U. 37	Housing A2 Loose Furniture, Dining & Common Facilities	400	380	380	-	-	-	-	-		
G.U. 45	Creelman Hall - Renovations	182	173	173	-	-	-	-	-		
	TOTALS	2,412	2,292	2,292	-	-	-	-	-		

Ontario Department of University Affairs - Architectural Services Branch

Sept. 22/70

Note All costs displayed are expressed in 1970 dollars.



PROBABLE YEARLY 5 YEAR CASH FLOW FOR "FORMULA" CAPITAL PROJECTS WITH FINAL APPROVALS

(PRIOR TO MARCH 31 - 1969)

~~CHLPH~~  
University

(excl.O.V.C.)  
REMARKS

Project No.	(list only those projects requiring additional funds) Project Name	In \$ 000's			Balance of Financial Assistance in \$ 000's				
		Approved Total Expenditure	Total Financial Assistance	Probable Financial Assistance to March 31/71	1971 - 72	1972 - 73	1973 - 74	1974 - 75	Subsequent
-	NIL	-	-	-	-	-	-	-	-

Sept. 22/70

Ontario Department of University Affairs - Architectural Services Branch

Note All costs displayed are expressed in 1970 dollars.



PROBABLE YEARLY 5 YEAR CASH FLOW FOR "NON-FORMULA" CAPITAL PROJECTS WITH FINAL APPROVALS

(AS OF MARCH 31 - 1971)

Sheet 1 of 2  
GUELPH  
University  
(excl. O.V.C.)

Balance of Financial Assistance In \$ 000's												REMARKS (list formula project which correlates)
Project No.	(list only those projects requiring additional funds)  Project Name	Approved Total Expenditure	Total Financial Assistance	Probable Financial Assistance to March 31/71	1971 - 72	1972 - 73	1973 - 74	1974 - 75	Subsequent			
G.U. 19	Biomedical Institute (Planning only)*	50	50	50	-	-	-	-	-	G.U. 37		
G.U. 23	North-West Trunk Storm Sewer *	1,176	1,168	137 (69/70) 288 (70/71)	743	-	-	-	-			
G.U. 38	Housing A2 - Utilities & Utility Tunnel	190	180	180	-	-	-	-	-			
G.U. 39	Physics Building Alterations*	875	875	276	599	-	-	-	-			
G.U. 40	Macdonald Institute Re-roofing*	89	89	89	-	-	-	-	-			
G.U. 43	4th Land Acquisition 1970	646	614	614	-	-	-	-	-			
G.U. 47	Soil Science - Air Conditioning	56	56	56	-	-	-	-	-			
G.U. 48	Married Student Housing 1 - Non-Formula Furniture *	91	91	-	91	-	-	-	-			
TOTAL C/F		3,173	3,123	1,690	1,433	-	-	-	-			
										Sept 22/70		

Sept. 22/70

\* Inclusion of this project assumes receipt of U.A.C.P. by March 31/77

Ontario Department of University Affairs - Architectural Services Branch

Note All costs displayed are expressed in 1970 dollars.





PROBABLE YEARLY 5 YEAR CASH FLOW FOR "NON-FORMULA" CAPITAL PROJECTS WITH FINAL APPROVALS

(AS OF MARCH 31 - 1971)

Sheet 2 of 2  
Guelph

University  
(excl. O.V.C.)

		Balance of Financial Assistance In \$ 000's										REMARKS (list formula project which correlates)
Project No.	(list only those projects requiring additional funds)  Project Name	Approved Total Expenditure	Total Financial Assistance	Probable Financial Assistance to March 31/71	1971 - 72	1972 - 73	1973 - 74	1974 - 75	Subsequent			
G.U. 49	Married Student Housing 1 Site Development *	182	182	110	72	-	-	-	-	G.U. 48		
G.U. 52	Housing A2 Non-Formula Furniture	166	157	157	-	-	-	-	-	G.U. 37		
TOTALS (this sheet)		348	339	267	72	-	-	-	-			
TOTALS C/F		3,173	3,123	1,690	1,433	-	-	-	-			
TOTALS M-3		3,521	3,462	1,957	1,505	-	-	-	-			

Ontario Department of University Affairs - Architectural Services Branch \*Inclusion of this project assumes receipt of U.A.C.P.8. by March 31, 1971. Sept. 22, 1970

Note All costs displayed are expressed in 1970 dollars.



All amounts in \$ 000's)

FOR INTERIM CAPITAL FORMULA ENTITLEMENT							Probable Cumulative Cash Flow Of Financial Assistance				
Amounts are based on revised inventory submission dated April 15/70 and entitlements shown will pertain only if proposed deletions receive the approval of the Department of University Affairs.							1971 - 72	1972 - 73	1973 - 74	1974 - 75	1975 - 76
Interim Formula Cumulative Cash Flow Entitlement As Per May 1st, 1970							406	6,541	11,490	17,232	23,512
Total of Probable Cumulative Cash Flow For Formula Projects With Approvals As Of March 31 - 1971							380	380	380	380	380
Housing A2 (Table M-1)											
Project No. CU	Project Name	Approval Status	Date of Last Approval	Estimated Total Expenditure	Total Financial Assistance						
21	Housing C1 - Dining and Common Facilities	UACP 1 Submitted	Feb. 3, 1970	1,058	1,058	26	6,161	11,110	16,852	23,132	
	Engineering Building	-	-	1,058	1,058	-	5,103	10,052	15,704	22,074	
				2,960	2,960		1,628	2,960	2,960	2,960	
				4,018	4,018		3,475	7,092	12,834	19,114	
22	University Centre	UACP 2 Received	Nov. 1, 1968	9,364	4,347		2,618	4,347	4,347	4,347	
				13,382	8,365		857	2,745	8,487	14,767	
23	Administration Building	UACP 1 Submitted	Oct. 7, 1968	2,308	2,308		857	2,308	2,308	2,308	
				15,690	10,673		-	437	6,179	12,459	
	Housing C3 - Dining and Common Facilities	-	-	278	278			134	278	278	
				15,968	10,951			303	5,901	12,181	
33	Central Services Building	UACP 1 Submitted	Jan. 30, 1969	5,150	5,150				2,656	5,150	
	Housing D1 - Dining and Common Facilities	-	-	21,118	16,101				3,245	7,031	
				465	465				183	465	
				21,583	16,566				3,062	6,566	
	Family & Consumer Studies Building	-	-	2,160	2,160					1,037	
				23,743	18,726					5,529	

Note All costs displayed are expressed in 1970 dollars.









GUELPH  
 University  
 (excl. O.V.C.)

In \$ 000's			Balance of Financial Assistance In \$ 000's							REMARKS (list formula project which correlates)		
Project No.	Project Name	Approval Status	Approved Total Expenditure	Total Financial Assistance	Probable Financial Assistance to March 31/71	1971-72	1972-73	1973-74	1974-75		Subsequent	
G.U. 41	Housing C1 - Site Development	U.A.C.P.I. submitted	1,665	1,665	141	814	710	-	-	-	-	G.U.42
	Housing C1 Non-Formula Furniture	U.A.C.P.I. submitted	343	343	-	-	343	-	-	-	-	G.U.42
	Essential Campus Services: - roads, walkways, lighting storm & sanitary sewers, utilities, etc. not related to specific projects		1,250	1,250	-	-	150	350	200	550		
	Central Utilities 2,000 ton Chiller 1		660	660	-	660	-	-	-	-	-	
	Married Student Housing 2 Site Development		150	150	-	-	100	50	-	-	-	
	Married Student Housing 2 Non-Formula Furniture		400	400	-	-	-	400	-	-	-	
	Chemistry - Microbiology Air Conditioning		350	350	-	50	300	-	-	-	-	
	TOTAL C/F		4,818	4,818	141	1,524	1,603	800	200	550		

Ontario Department of University Affairs - Architectural Services Branch

Sept. 22/70

Note All costs displayed are expressed in 1970 dollars.





PROBABLE YEARLY 5 YEAR CASH FLOW FOR ADDITIONAL "NON-FORMULA" CAPITAL PROJECTS

Balance of Financial Assistance In \$ 000's										
Project Name	Approval Status	In \$ 000's			Balance of Financial Assistance In \$ 000's					REMARKS (list formula project which correlates)
		Approved Total Expenditure	Total Financial Assistance	Probable Financial Assistance to March 31/71	1971-72	1972-73	1973-74	1974-75	Subsequent	
Housing C2 - Site Development		154	154	-	-	54	100	-	-	
Sixth LandAcquisition		70	70	-	70	-	-	-	-	
Housing C2 - Non-Formula Furniture		53	53	-	-	-	53	-	-	
13.8 kw Electrical Supply		143	143	-	-	-	143	-	-	
University Centre - Site Development		300	300	-	-	22	278	-	-	
Housing C3 - Site Development		412	412	-	-	-	198	214	-	
Housing C3 - Non-Formula Furniture		90	90	-	-	-	-	90	-	
Massey Hall Alterations		550	550	-	-	-	90	460	-	
Central Utilities - 2,000 ton Chiller 2		440	440	-	-	122	318	-	-	
TOTALS C/F		2,212	2,212	-	70	198	1,180	764		

Sept. 22/70

Public Department of University Affairs - Architectural Services Branch

Note All costs displayed are expressed in 1970 dollars.



PROBABLE YEARLY 5 YEAR CASH FLOW FOR ADDITIONAL "NON-FORMULA" CAPITAL PROJECTS

Project No.	Project Name	Approval Status	In \$ 000's			Balance of Financial Assistance In \$ 000's						Subsequent	REMARKS (list formula project which correlates)
			Approved Total Expenditure	Total Financial Assistance	Probable Financial Assistance to March 31/71	1971-72	1972-73	1973-74	1974-75				
	Library Alterations		345	345	-	-	-	-	26			319	
	Housing D1 - Site Development		1,060	1,060	-	-	-	-	536			524	
	Housing D1 - Non-Formula Furniture		150	150	-	-	-	-	-			150	
	University Quadrangle		300	300	-	-	-	-	5			295	Social Sciences
	Physical Education 2 - Site Development		230	230	-	-	-	-	28			202	Physical Education 2
	Biological Sciences Utilities & Site Development		638	638	-	-	-	-	38			600	Biological Sciences
	Macdonald Institute Alterations		1,700	1,700	-	-	-	-	-			1,700	Family and Consumer Studies
G.U. 46	135,000# Boiler		282	282	-	282	-	-	-			-	
	TOTALS (this sheet)		4,705	4,705	-	282	-	-	633			3,790	
	TOTALS C/F (sheet 2)		2,212	2,212	-	70	198	1,180	764			-	
	TOTALS C/F (sheet 1)		4,818	4,818	141	1,524	1,603	800	200			550	
	TOTALS M-5 (sheet 1,2,3)		11,735	11,735	141	1,876	1,801	1,980	1,597			4,340	

Department of University Affairs - Architectural Services Branch

Sept. 22/70

Note All costs displayed are expressed in 1970 dollars.



ONTARIO VETERINARY COLLEGE PROJECTS

		In \$ 000's			Balance of Financial Assistance In \$ 000's						REMARKS (list formula project which correlates)
Project No.	Project Name	Approval Status	Approved Total Expenditure	Total Financial Assistance	Probable Financial Assistance to March 31/71	1971-72	1972-73	1973-74	1974-75	Subsequent	
G.U. 44	Fifth Land Acquisition	U.A.C.P.1. submitted	330	330	-	330	-	-	-	-	
G.U. 50	Laboratory Animal Building	U.A.C.P.1. submitted	1,897	1,897	-	947	950	-	-	-	
G.U. 51	Laboratory Animal Building Site Development and Chilled Water	U.A.C.P.1. submitted	224	224	-	136	88	-	-	-	
	Veterinary Microbiology and Immunology Extension		1,526	1,526	-	640	886	-	-	-	
	Pathology Building		4,250	4,250	-	-	-	2,396	1,854	-	
	Veterinary Field Station		3,250	3,250	-	500	1,000	1,000	750	-	
	O.V.C. Main Building - Alterations for Biomedical Science		950	950	-	-	-	-	50	900	
	TOTALS		12,427	12,427	-	2,553	2,924	3,396	2,654	900	

Sept. 22/70

Director of University Affairs - Administrative Services Branch

Note All costs displayed are expressed in 1970 dollars.



INSTITUTION: Guelph

FORM CUA-70-N

WEIGHTED ENROLMENT FOR PURPOSES OF THEINTERIM CAPITAL FORMULAS U M M A R Y

Weighting Categories: Capital Weighting Scheme *							
	A 1.0	B 1.5	C 2.0	D 3.0	E 4.0	TOTAL WEIGHTED ENROLMENT	+ Sprin Enrolme- nt & Part- time ETE
1970-71	2,709	4,564.5	20	963	488	8,744.5	1,173
1971-72	2,910	5,086.5	24	1,005	570	9,595.5	1,273
1972-73	3,150	5,539.5	32	1,101	628	10,450.5	1,406
1973-74	3,440	5,904	36	1,188	704	11,272	1,551
1974-75	3,725	6,315	46	1,239	780	12,105	1,682
1975-76	4,020	6,657	66	1,389	864	12,996.5	1,812

\* Excludes all O.V.C. students





INSTITUTION: Guelph (O.V.C.)

FORM CUA-70-N

WEIGHTED ENROLMENT FOR PURPOSES OF THEINTERIM CAPITAL FORMULAS U M M A R Y

Weighting Categories: Capital Weighting Scheme						
	A 1.0	B 1.5	C 2.0	D 3.0	E 4.0	TOTAL WEIGHTED ENROLMENT
1970-71	-	-	-	33	1,460	1,493
1971-72	-	-	-	63	1,480	1,543
1972-73	-	-	-	78	1,610	1,686
1973-74	-	-	-	81	1,772	1,853
1974-75	-	-	-	84	1,952	2,036
1975-76	-	-	-	96	2,116	2,212









